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ALICE McLELLAN BIRNEY

Founder and first president of the National Congress
of Mothers, now known as the National Congress of
Parents and Teachers

PARENTS AND TEACHERS

A SURVEY OF ORGANIZED COÖPERATION OF
HOME, SCHOOL, AND COMMUNITY

PREPARED UNDER THE AUSPICES OF THE
NATIONAL CONGRESS OF PARENTS AND TEACHERS

AND EDITED BY
MARTHA SPRAGUE MASON



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PREFACE

The parent-teacher movement in the United States has been developing for more than thirty years. Its growth has been so steady and so healthy that co-operation of home, school, church, and community has now taken its place as a powerful factor in modern education.

Several state universities have published valuable guides to parent-teacher workers, many educators and members have written helpful articles for magazines and for parent-teacher state bulletins, and there are a few books based on the home-and-school idea. A great amount of literature in pamphlet form has been published by the National Congress of Parents and Teachers and a lesser amount by the United States Bureau of Education, but as yet there has been no general summary in book form of the movement as it is now organized in the United States.

There has come to the National Congress of Parents and Teachers a threefold demand for a comprehensive treatment of the origin, purposes, and accomplishments of parent-teacher associations: first, from state, county, and local superintendents of schools; second, from colleges, state universities, and normal schools; and third, from a large number of parents

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and teachers who have been called to leadership in national, state, or local associations, and who feel the need of information and guidance.

The editor of this book, acting for the National Congress of Parents and Teachers, has undertaken, with the assistance of her committee, to bring together from authoritative sources such facts as may partially meet the demands. The wealth of resources from which material may be drawn is inexhaustible, but it has been impossible to go into the details of any special departments of the work. For the benefit of students, however, references to books, pamphlets, and programs relating to the parent-teacher movement are given in bibliographies to be found in the five chapters of Part I and in the Appendix.

Part I is in the nature of a prelude to Part II. It shows, first, what education is; and second, it elaborates the four great factors which contribute to the education of an individual and which the parent-teacher movement is seeking to unite. Its five chapters have been written by educators who have had wide experience and are nationally known. Professor Henry C. Morrison of the Department of Education, Chicago University, has written the first chapter, "Principles of Education"; Miss Sarah Louise Arnold, dean emerita of Simmons College and national president of the Girl Scouts, the second chapter, "Contribution of the Home to Education"; Dr. Payson Smith, Commissioner of Education of Massachusetts,

the third chapter, "Contribution of the School to Education"; Mr. Joseph Lee, president of the Playground and Recreation Association of America, the fourth chapter, "Contribution of the Community to Education"; and Dr. Luther A. Weigle, Sterling Professor of Religious Education, Yale University, the fifth chapter, "Contribution of Religion to Education."

To those who want to learn the educational significance of the parent-teacher movement as an agency seeking to unify, coördinate, and harmonize all the factors which are helping to develop the life of the child, the chapters of Part I will serve as a valuable introduction to Part II.

Part II deals directly with the parent-teacher movement as it has been developed in the United States by the National Congress of Parents and Teachers. It does not cover detached and unorganized work which may be carried on under the same or a similar name, nor other types of home and school or community organizations, such as may be found in many parts of the country.

In Part II the aim has been to set forth in plain, unadorned language the underlying principles of the parent-teacher movement and the way in which those principles are now being applied after more than three decades of experimentation and growth.

The most experienced and practical parent-teacher workers have been called upon to contribute the facts

which have been woven into the text of Part II. In some chapters the subject matter is very much in the form first submitted by the contributors; in others, however, the editor, in coöperation with the contributors, has reshaped the material to conform to the purposes of the book, to secure consistency, and to avoid duplication. People from many states have been asked to help in preparing the text, not only that the accumulated wisdom of those who have been notably successful in parent-teacher work might be utilized, but that the book might in a general way interpret nation-wide ideals and practices. Wherever the terminology was found to be sectional, it has been translated into the terminology commonly used by the National Congress of Parents and Teachers.

The editor is greatly indebted to the educators who in the chapters of Part I have so substantially paved the way to an understanding of the educational and social significance of the parent-teacher movement. For help in writing the chapters of Part II the editor is very grateful to Mrs. Hugh Bradford of California, Mrs. O. T. Bright of Illinois, Mrs. J. B. Cleaver of Delaware, Mrs. Eugene Crutcher of Tennessee, Miss Frances S. Hays of Washington, D.C., Mrs. J. F. Hill of Oregon, Mrs. B. F. Langworthy of Illinois, Mrs. Victor Malstrom of Washington, Mrs. S. M. N. Marrs of Texas, Mrs. A. H. Reeve of Pennsylvania, and Mrs. H. Wooster Webber of Connecticut. In the chapter entitled "What Educators think of Parent-

Teacher Associations," Dr. M. V. O'Shea, professor of Education at the University of Wisconsin, assisted by Mr. R. J. Sisson, has classified the opinions of different types of educators located in many sections of the country. Dr. O'Shea's much condensed chapter gives the result of a painstaking survey which involved the sending of one thousand letters. It was presented to the Congress as a volunteer service in the same spirit that has actuated the members of the Text-book Committee and the many contributors. All have generously given time and thought to make this book broadly representative of the experience and opinions of a very large group of both educators and laymen who have deeply at heart the development of parent-teacher principles.

Permission to quote from the following authors has enhanced the value of the material presented and is gratefully acknowledged: Alice McLellan Birney, Cora C. Bright, Cornelia James Cannon, P. P. Claxton, Randall J. Condon, John Dewey, Irving King, Horace Mann, J. Prentice Murphy, M. V. O'Shea, Angelo Patri, Margaretta W. Reeve, Alfred E. Stearns, John J. Tigert, and Alice Ames Winter.

To the following publishers, whose names also appear in connection with the quotations used through their courteous permission, thanks are due and are hereby expressed: American Academy of Political and Social Science, Illinois Council of Parent-Teacher Associations, Atlantic Monthly, The Century Co., Child

Welfare Company, Children's Foundation, Houghton Mifflin Company, The Macmillan Company, and Small, Maynard and Company.

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Mrs. A. H. Reeve, Miss Frances S. Hays, and Miss Charl Williams have been most painstaking in reading the text. Their constructive criticism has been of invaluable assistance. To them and to all state presidents, national officers, and others who have in any way given assistance is extended the appreciative recognition of committee and editor.

Although the value of the principle of uniting all the educative forces in the life of the child for the sake of his best development will probably always be recognized, the methods of working out such coöperation will change and improve from year to year. This volume is offered as a beginning upon which, as the work progresses, other editors and writers may base future contributions to the subject.

MARTHA SPRAGUE MASON

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FOREWORD

No institution can carry alone the full responsibility of education. Children are educated by a great variety of influences, agencies, and institutions. The more complex society becomes, the more difficult is the problem of adjusting nicely the agencies that comprise it. Education has in itself become a very complex problem. It is clear that the child will suffer unless all the factors responsible for that education work in harmony. There not only is needed a closer coöperation of the factors responsible for education; it is important that careful study be given to the bases of that coöperation and the means of making it effective. An attempt should be made to determine as exactly as possible the normal limitations to the service which any one institution should be expected to render.

The school will clearly fall into the danger of not doing well its own work if there should be imposed upon it responsibilities which it is not fitted to discharge. Moreover, any institution is the weaker for being relieved of its own function. Consequently, there should be constant analysis of education and its proposed results with a proper insistence that each institution, whether school, home, church, library,

industry, or recreation, be placed where it can do as well as possible its own appropriate task.

Coöperation cannot rest at this point, however. Each institution must have an understanding and a sympathy with the work of the others. One may not anticipate a successful outcome of any attempt at coöperation unless in a responsible manner each factor organizes for it. Of all the factors, it is obvious that two of outstanding importance are the home and the school. From the day the child enters the primary school to that of his graduation, there must be constant contact between home and school.

Much of this contact will be informal and individual but in the development of educational policies, in the formulation of programs, in the study of current issues, there must be the means of sympathetic approach and understanding between these two fundamental agencies in education. Parent-teacher associations, because of their close relationship to the problem of education and because they are not related officially to organizations having other objectives, are in a peculiar position to reflect both the common and the divergent points of view of home and school.

The parent-teacher association, rightly organized, can unquestionably provide the means by which home and school can be brought into very close and effective partnership.

The American people are definitely committed to the proposition that sound education is essential not

only to the happiness of the individual but to the civic welfare and economic prosperity of the nation. The program of education will be a constantly expanding one. More of our youth and of our adults as well will be provided with opportunities for education. They will attend school for longer periods of time. The schools will be better adapted to meet the needs of the individual as well as of society. In a program of so wide significance there must be the last possible measure of intelligent coöperation.

PAYSON SMITH

PARENTS AND TEACHERS

PART I. EDUCATION AND EDUCATIONAL FACTORS

By law and punishment, by social agitation and discussion, society can regulate and form itself in a more or less haphazard or chance way. But through education society can formulate its own purposes, can organize its own means and resources, and thus shape itself with definiteness and economy in the direction in which it wishes to move. — JOHN DEWEY

I

PRINCIPLES OF EDUCATION

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Definitions and purposes. From time immemorial men have been trying to define education. The results have seldom been entirely satisfactory, and yet the question will not down. The parents, the teachers, the citizens who are called upon to support the schools, the executives who must guide an educational enterprise, all these and others find it necessary to frame some sort of theory touching the processes which are carried on, or ought to be carried on, in schools, and not only in schools but in the home and church as well. One reason why it has been so difficult to frame a satisfactory working body of principles is that the older generation is so often hag-ridden by its preconceptions. We are forever trying to educate the child *for* something, — success in business, citizenship, service, or what not. The child of the race and his growth and development are not the center of interest, but

rather some preconceived institution or theory of life to which it is proposed to fit him. Sometimes it is the existing civil state, sometimes an ecclesiastical organization, and sometimes an industrial or social order which the older generation thinks it necessary to perpetuate. All too often sundry academic interests claim the child from birth to old age.

Now, if your child is to be educated to be a good Prussian of the old régime, you will perforce hold a certain theory of education, — one that is altogether different from that which you will cherish if he is to be regimented into a "one hundred per cent American." If the primary purpose is to make him a good Catholic or Methodist or Presbyterian, the same theory cannot be made to work without qualifications for all three objectives. If the purpose is to make the youngster eventually fit at Harvard or Vassar or California, the parent must formulate an educational theory which is strikingly specific and simple but quite different from that which he would follow in other circumstances.

The truth of the matter seems to be that none of these preconceptions of the older generation is in harmony with any possible definition or theory of education, for the reason that they are concerned not with the development of the child but with making him conform to a set of fixed notions. It is the purpose of this chapter to discuss certain processes which do take place in the life of the growing young person, and

to suggest certain principles which may prove helpful as a means of thinking out educational problems.

Man's adaptability. Most students of animal life would probably agree that the characteristic with respect to which man differs most widely and fundamentally from other animals is his *adaptability*. He has survived and multiplied and become dominant in the world not only because he has proved capable of adapting himself to all sorts of environmental conditions but also because he has learned to modify his world to suit his needs. Thus, from a very early period man was able to exist under a vastly greater range of climatic and food conditions than could any other animal. His range, however, was far from unlimited ; so he proceeded to modify environment until the hampering limits were removed. For instance, he removed yellow fever from the tropical environment, and thus the white race found it possible to exist and work where previously it could not. Wherever he has been unable to fit into existing conditions or to change them, he has sought to change himself. Thus, he has learned not to desire certain harmful things upon which he once insisted ; he has learned to extract from his surroundings satisfactions which he was once incapable of experiencing ; he has acquired insight into the nature of things, in terms of which he behaves more rationally than was formerly possible.

This process of adapting the world to his needs, and of adapting himself where he cannot modify his world,

has brought forth the conditions under which man lives in civilization. As a physical organism he is probably not very different from remote ancestors; in the modifications of behavior which he has acquired he is enormously different. His conquest of the physical environment has gone very far indeed; his adaptation to social and spiritual environment has lagged far behind.

Intellectual, moral, and physical growth as the constituents of education. Within the space of a few years the child must not only acquire the modifications in behavior tendencies for which the race has required thousands of years, but he must also shape his native human adaptability so that he will continue to be able all his life to further modify himself as circumstances require. In primitive times the individual who failed thus to adapt himself perished. The extreme penalty has largely been eliminated, but the principle is still operative. Failure to adapt oneself is still punished by more or less unhappiness and misery. Since we have become intensely social beings, the penalty is more apt to be visited upon society than upon the inadequate individual.

Such is the fundamental condition of existence in the present world, and such is the promise of indefinite progress for the human race toward the ultimate goal of peace and happiness and well-being for all men. The development of the child in accordance with the requirements of the common lot may be called education or it may be called something else. Whatever it

is called, it is incomparably the greatest concern which society has with the youth of the race. We prefer to call it education.

Application to schooling and upbringing. In the process of "catching up with the race" the truly educated man or woman has acquired a variety of new attitudes toward the world, and these attitudes may be classified in the following manner :

In the first place, many of them, perhaps most of them in point of number, are rational attitudes or rational outlooks upon the world. In general these are the product of the sciences. To illustrate, the educated man realizes that weather conditions are the resultant of the working of natural laws. He is probably not an expert in meteorology, but if he is contemplating a journey for which he requires fair weather, he follows the weather predictions for a few days prior to setting forth and also notes the general conditions upon which the forecaster's predictions are based. In the end he forms a reasoned judgment upon which his decision to go or not to go is based. His untutored forbears would have performed ceremonials with hideous noises calculated to discourage the malevolence of the bad-weather spirit. Our educated friend has a rational outlook on that portion of his world with which he is at present concerned ; men of the olden time had merely a superstitious outlook. His behavior is precise and determinate ; theirs was purely haphazard.

And so the educated man acquires rational attitudes toward his whole horizon, — toward the phenomena which are interpreted by physics, chemistry, and biology, and toward others which fall within the domain of the social sciences. Especially does he acquire a set of rational attitudes toward his own physical and mental organism, and the product of these attitudes is good health. In so far as he passes over and neglects one of the great sections of the environment, economics for instance, his attitudes in that region are as irrational as those of his ancestors, and his behavior is apt to be as ill-judged and perhaps as harmful as theirs.

In the second place, the educated man has acquired certain capacities for obtaining the highest and most abiding forms of satisfaction. The uneducated individual may have as abundantly those satisfactions which are associated with the great racial emotions like family affection, but once outside those fields, he tends to seek his satisfactions in the gratification of the primitive instincts. The race has built up a wonderful environment of the things of the spirit, largely expressed in literature, the fine arts, and religion. So far as the individual has become adapted to that environment he has come into his heritage of that capacity for abiding satisfaction which the race has most eagerly sought in all the ages. More than that, following nature's law, he has in some measure contributed to the common stock, even if only to see and

reveal to another a piece of beauty hitherto overlooked. Let not the reader doubt, and reflect that he has known more than one educated roué. He may indeed have in mind more than one such who are possessed of the trappings which educational institutions confer and who indeed have found their way over much of the field with which we are dealing; but their education is defective. An educated roué is a contradiction in terms.

Most important of all are those adaptations to the social environment which take the form of moral attitudes. The race has lived in societies for a great many thousand years. Throughout all that period it has been working out canons of individual behavior which will conform to the requirements of social well-being. The process has been slow and painful. Sometimes society has become complex at a rate faster than the evolution of moral sanctions would tolerate, and then there has very commonly been widespread disaster. Nevertheless, the child of our time is born into a social environment for which there is an elaborate moral code, and very probably his happiness, certainly the well-being of society, depends upon the adequacy of his adaptation to that code. Thus the good family and the good school are endeavoring to bring about that change in the growing child in terms of which he can be trusted to say to himself, "I will do this because it is right" and "I will not do that because I believe it to be wrong."

Actual learning a transformation in the learner. Education is, then, a series of transformations in the youth; he is constantly growing out of an old life into a new life. Whenever this process of growth stops, he is said to be in a state of arrested development.

Much schooling and upbringing in general ends in futility, simply because the parents, pastors, or teachers fail to recognize the principle that the essential and useful product of upbringing is a change in the pupil himself, which is abiding and in terms of which his behavior is actually modified. Too often the material of education, what he studies, is substituted for the subject of education, the pupil. Let us particularize.

Shortly after the end of the war our good citizens were shocked by the revelation that probably 25 per cent of our adult population could not read English in any true sense of the word. For instance, they could not carry out printed directions. There was nothing in the news which surprised men and women who had made the study of the educative process, as it is sometimes carried on, a profession.

With rare exceptions, everybody who is now in young manhood and womanhood has at some time "studied reading." In spite of that fact a formidable percentage of the population cannot read. They can usually pick out words, but they extract little or no meaning from sentences. There are a great many others who can react to printed meanings but who nevertheless find no satisfaction in reading anything

beyond content which is phrased in the simplest possible sentences. Most of these people had learned the art of reading as it is often taught, but they had not been *transformed into persons who read*. Others had been so transformed. The one class cannot use this fundamental art in finding their way through the world; the other class can so use it. Some persons are much the same kind of people as they were before they "studied reading"; others are a kind of people different from what they were before.

One of the important things which the pupil learns very early in his school life or at home is an elementary notion of the germ theory of disease and its implications in personal and public hygiene. Now some pupils completely satisfy the teacher and the parent as to their sufficient knowledge of the principles involved, but their personal behavior is much the same after learning as before. Their standard of cleanliness conforms to the public opinion of their group, but it is unmotivated by what they have studied. On the summer vacation they drink water which they know is probably contaminated, with reckless disregard of the consequences to themselves and their neighbors. Other pupils attend the same classes, learn the same lessons, pass the same tests, and scrupulously and intelligently apply what they have learned to their personal behavior. The first class has acquired a modicum of erudition; the second class has converted its erudition into education.

Again, every pupil in these days, especially if he passes through high school and college, has much contact with the world's best literature. Two pupils have had exactly the same courses, have successfully passed exactly the same examinations, can today give equally good accounts of what they have read. One of them habitually solaces his leisure time with the satisfaction which he gets from a cultivated taste; the other, when he reads at all, seeks a sordid and restless recreation in the cheapest of short stories. His literature courses, or perhaps his home training, have exercised a transforming influence on the first pupil, but not on the second. One has been educated; the other has not.

We have a good many courses in citizenship, and the starting point of them all is, or ought to be, obedience to the law. These courses register with some and exert no influence on others. Of course the importance of education here is most critical. The democratic state simply cannot exist except as the masses of the people have sound attitudes toward civic obligations. The self-governing people which fancies that good order, personal safety, and justice can be secured only through its own police force deludes itself with the ancient fallacy which holds that a man can lift himself by his own boot straps. No amount of instruction, in the home or in the school, can make a good citizen or contribute to the making of a safe democracy unless it brings about an actual transformation in the growing youth, — con-

verts him from a being who is governed by the primitive human instincts into one who revolts at lawlessness in himself at least as positively as he abhors bad form at his club.

Popular misconception of education. The fond parent sometimes remarks with enthusiasm, "Oh, I am sure my boy is getting a splendid education; he *knows* so much." There we have perhaps the most ancient of popular fallacies, the confusion of erudition with education. The truth of the matter seems to be that some knowledge exerts an educative influence, some exerts little influence either one way or the other, and some may have a positively bad influence if it appears in the youth's experience at an inopportune period of his life.

Perhaps most of the content of the ordinary school curriculum serves an educative purpose if it is rightly conceived. It is educationally valuable if it can be used to bring about new and useful attitudes in the pupil; otherwise it is not. We can, for instance, use a certain amount of mathematics or certain aspects of history or certain principles of science in adjusting the growing person to his environment, but it does not follow that a given youth is better educated than another simply because the former knows more mathematics or has a mind better stored with historical lore. On the contrary, the time and energy and interest devoted to acquiring a premature specialization may very possibly mean that some essential

contacts in other fields have been neglected. Again, the pupil and his growth is necessarily the center of educational concern, and not the subject matter which he studies. The same principle applies to what is learned at home, in the church, and elsewhere.

"Thou art beside thyself; much learning doth make thee mad!" We school people seldom have occasion to fear madness in our pupils as a result of too much learning on their part. Nevertheless, there is an entirely real possibility suggested in the exclamation of the ancient magistrate. The law of education is growth and adjustment, not mere accumulation of learning. If the youth too early encounters knowledge for the assimilation of which his experience has not yet prepared him, the new knowledge is very apt to result in perverted and unreal attitudes toward life. It is not at all strange that young people of native brilliancy of mind, whose thoughts are saturated daily with the record of the doings of the underworld, who are allowed to roam at will through the perverse literature of the last three or four centuries, and who encounter, in the high-school or college classroom, revelations which mean to them not at all what they mean to the instructor, should emerge from the experience intellectually mad. They are quite likely to have constructed for themselves a subjective world which has no objective existence. Herein the parent and the church worker and the intelligent citizen in general need to exercise a restraining influence on the school.

A course of development which has much the same final result is that in which, all through childhood and adolescence, the pupil is denied knowledge which is essential to his normal adjustment. The typical instance of this sort of thing is an upbringing under certain ecclesiastical preconceptions which leaves the youth to encounter the world with a faith which will not stand the revelations of the world of reality. The result is that his faith and often the whole structure of his education come tumbling down in ruins.

A second and equally unhappy popular misconception is the notion that schooling and education are synonymous terms. Of course, common sense teaches us that schooling may result in education and may not. All in all, the efforts of the best schools may be summarized by the statement that they are endeavoring to make schooling result in education.

We have already referred several times to the misconception which is associated with the notion that children can be educated for some specific function or purpose. They can indeed be so *trained*, but training and education are reciprocal rather than equivalent terms. In so far as training for a specific function in life precedes the completion of education, we can say with considerable assurance *the more the training the less the education*. The physician must live in the same world which the mechanic inhabits; the citizen of Anglo-Saxon ancestry and the recent Slavic immigrant belong to the same civil state; the Baptist,

the Roman Catholic, and the Hebrew are subject to the same fundamental laws of existence. There is no escape from the inexorable law of adaptation and adaptability. We educate the man and the woman. We train the farmer, the engineer, the teacher. Of course, the practical warning is directed to premature specialization of any sort. It is entirely possible to find ourselves with a competent business man or even scientist on our hands who is essentially an uneducated person, as truly unfit for living in a complex social world as the laborer whose education and training are both nil, — as truly unfit, but perhaps not so much so.

Ideally, our institutions should be so organized that all people who are capable of education would be educated first and trained for their special function in life afterward. Indeed, the whole tendency of the educational legislation of the past generation and the remarkable increase of enrollment in our high schools and colleges is in that direction. In the light of our fundamental theory of education we can well believe that such tendencies are essentially hopeful and promising.

In the case of a given child, our own or somebody else's, we cannot tell what special function in life he should follow. The best we can do is to put him in a position in which, when the time comes, he can find his own place and his own service. Again the problem is one of education as distinguished from one of special training.

The test of education. If education is adjustment, the test of education in the child is his unsupervised and unconstrained behavior. In the end the result of the test is found in the answer to the question Can the individual be trusted to live a wholesome, intelligent, and socially effective life?

The test can be applied from the kindergarten to the end of the period of general education, from infancy to the time when the youth embarks on his own career.

Has teaching the child to care for his personal needs resulted in some education? Does he do so when not compelled by teacher or parent?

Has the child learned to read? Does he do so for the satisfaction of his normal curiosity or in the pursuit of entertainment?

Has he learned to write and speak his mother tongue coherently, convincingly, and correctly? Does he do so whenever he has occasion to use discourse, as well as in the English class?

Has his course in citizenship registered? Does he act like a good and intelligent citizen about the corridors and grounds of the school building, at home and on the street, regardless of rules made for his conduct?

Such fundamental test results are plainly very different from the verdict "Has completed eight grades, has fifteen high-school units and one hundred twenty semester hours to his credit."

Education and the state. The colonists of Massachusetts Bay had a clear perception of the principle that the kind of state which they wished to found could not outlast the first generation unless the rising generation could be so molded that it would be capable of carrying on what the fathers had conceived. Not only must the children be led to wish to do so, but they must be made intelligent enough to adapt means to ends. There were the beginnings of a conception which has been the guiding spirit of our educational legislation throughout the whole national period.

In the early days it seemed very unjust to tax a man for the education of his neighbor's children. Gradually people came to see that the safety of society depends upon the education of all the people. And so it has come about that, to an unprecedented extent, we have free, universal, and compulsory schooling. The maxim has come to be "An uneducated people can be governed, but only an educated people can govern itself."

In educational and social theory this is equivalent to the assertion that society cannot tolerate individuals who are unadapted to the conditions of the life in which the modern world finds itself. If individuals cannot educate themselves (and in the mass they cannot), then the state must provide for education out of its revenues, and education must be made compulsory.

The theory is unquestionably sound, but it is valueless if schools do not educate. If schools fail to

educate, there appear in society the very disorders which the schools are designed to obviate. We sometimes hear the complaint that the schools are to blame for this or that untoward manifestation. If schools fail, it is because the people who have provided the schools have failed in their obvious duty. The community must provide itself with competent educational leadership. If it fails to do so, it must take the consequences. If it follows a demagogue or a charlatan, it has nobody to blame but itself. If it tolerates incompetent teachers, the results are the same or worse than would be the case if there were no schools at all. There is no way by which the community can be relieved of the consequences of its own acts any more than there is a way by which the individual can be so relieved.

The education of the rising generation as a whole is the safeguard of society and the hope of social progress toward the goal of happiness and well-being for all men. Public schools and private schools which educate are attainable, but they are attainable only as intelligent and resolute citizens bend their energies upon the essential task of placing in the schools teachers who educate and leaders who are educators. The community can control the schools through the processes of legislation. It can control the home and the church only through the generation of an intelligent public opinion. Herein is perhaps the greatest single opportunity of the parent-teacher movement.

Suggested reading list. This chapter, of course, is the barest outline. One could very easily spend a lifetime on the study of the principles of education, quite apart from a study of teaching, the curriculum, school management and administration, and other matters which relate to the conduct of schools and of the educative processes in general. The reader who desires to study the problem further will find expansion of the thoughts of the present chapter in the books which are listed below. They may well be taken up somewhat in the order in which they are listed.

1. TYLER, JOHN M. *Growth and Education*. Houghton Mifflin Company.
2. DEWEY, JOHN. *The School and Society*. The University of Chicago Press.
3. O'SHEA, M. V. *Education as Adjustment*. Longmans, Green & Co.
4. BAGLEY, WILLIAM C. *The Educative Process*. The Macmillan Company.
5. SWIFT, E. J. *Youth and the Race*. Charles Scribner's Sons.
6. JUDD, CHARLES HUBBARD. *Introduction to the Scientific Study of Education*. Ginn and Company.
7. BOLTON, F. E. *Principles of Education*. Charles Scribner's Sons.
8. HENDERSON, ERNEST NORTON. *Textbook in the Principles of Education*. The Macmillan Company.

There are tasks which none but parents can perform. There are relations which only parents can fill with their children. The questionings of childhood and youth can be answered safely only by wise parents who understand. The strength and idealism which youth requires as it faces its peculiar temptations and fights for manhood and womanhood can be supplied only by fathers and mothers in whom strength and wisdom reside. Discipline wisely and justly administered in the home will largely forestall the necessity of discipline at school and will destroy the possibility of disaster in maturer years. These tasks cannot safely be delegated. They belong to the home; and if the home neglects them, they will never be done.¹

II

CONTRIBUTION OF THE HOME TO EDUCATION

SARAH LOUISE ARNOLD

DEAN EMERITA OF SIMMONS COLLEGE, AND NATIONAL PRESIDENT
OF THE GIRL SCOUTS

Home and school in the adventure which is called education. Our subject implies that both the home and the school have their part to play in the great adventure which is called education. If this is true, and if each must make its fitting contribution, then the interrelations which are involved in this common task must be clearly recognized.

The home and the school are not engaged in totally separate undertakings. The work of each is related to the work of the other. The success of each is dependent upon the success of the other.

¹ From "The Education of the Modern Boy," by Alfred E. Stearns. Permission of Small, Maynard and Company, publishers.

This chapter will set forth certain features of education in the home which may serve as a preparation for and which may be undertaken in coöperation with the work of the school.

We cannot see this relation clearly without recognizing the truth that the term "education" stands for a lifelong experience through which understanding gradually comes. Powers are eventually developed; habits and tendencies are assured. Many agencies assist in this marvelous experience for the product of which no single agent is responsible.

In our eagerness to hasten this wonderful process — this climbing toward understanding — we have instituted the school, which makes use of the book as an instrument. We strive to bestow upon youth such helps as the experience of humanity has made clear and has passed on, chiefly through books, from age to age. Therefore it has come to pass that the book and the school are intimately related in our thinking, and we have gradually accepted the term "education" as a synonym for schooling.

This confusion in our thinking leads to serious errors. We make laws directing the schools to bestow this, that, or the other understanding upon youth. Then we complacently go our way, confident that the coming generation, through the agency of the school, will excel our own in understanding. We have opened the door of opportunity to the children of America by providing the kindergarten, the primary and elemen-

tary school, the high school, and the university. But the end of opportunity is not yet.

We are gradually learning that the school must not only make use of the book in presenting to youth the experience of mankind; it must likewise assist in the development of character, judgment, initiative, and power. The school must provide appropriate training as well as instruction in order to secure all these ends; but the home likewise is part and parcel of this great adventure. It must lay the foundation for the work of the school. After the children become of school age the home and the school must march side by side, coöperating as companions and guides of youth in this great endeavor. They are partners in this essential undertaking. It is imperative that their work should be related through common understanding of the experiences which they share in common. This recognition of obligation has called into existence the parent-teacher association.

Learning and teaching not confined to the school. The word "learning," which seems simple enough, is really a source of confusion in both our thought and our speech. The popular mind usually thinks of learning as belonging only to those who might properly be called "learned." It thinks of learning as the fruit of a vast amount of studying.

But in its truest sense learning is the accompaniment of every step in education. Learning to walk is a part of one's education quite as important as a later course

called in the college catalogue Physical Training. Yet how many consider such fundamental experiences as belonging to education? The home is clearly responsible for such foundations, such practice in learning, and such resulting achievement.

"Teaching" is a word which has likewise become localized and separated from the everyday experience of ordinary human beings. Yet in almost every stage of maturity, from childhood up, we are constantly teaching those who turn to us with questions, who ask for explanation, interpretation, or advice. We all teach. We *must* teach. And in this fact lies the deepest reason for maintaining a system of schools. Since we must all teach, we must all be taught. We must become better able to fulfill this vital function.

For this is always and forever the vital truth. Everyone who makes clear to another something that he desires to understand is a teacher. Everyone who explains something to his neighbor is teaching. Every child who makes clear to his playmate the workings of a new toy is teaching. This teaching is the big business of humanity, for which we must all be prepared, and this unconscious and all-but-constant teaching is an essential contribution to education.

The home as the foundation for the school. The school can never make good the deficiencies in the home. The home-maker will find it difficult to overcome the naïve interpretation of the function of the

school which has already become traditional. We must force ourselves to remember that the school, with its organization, administration, and technic, is really a modern contribution. We have too readily confided all our big responsibilities in education to the school, as if it alone could provide the sum total of education.

We must remember that the school can never usurp the function of the home, — can never make good in any real sense a deficiency in the home. We must also remember that mere telling is not teaching, and that knowledge alone is not enough. Mothers and fathers should be clearly conscious of all that belongs to the mysterious process called learning, and to its complement, the act of teaching; and we must insure all these essential elements in the home as well as in the school. Life in the good home is permeated with unconscious teaching. One cannot be a good mother unless she is a good teacher. If we recall our own youth, we shall become conscious of innumerable illustrations of this truth.

Wondering as the beginning of knowledge; the child's questions the path for the parent's teaching. I once saw a fine example of teaching as I traveled from Boston to Springfield. I occupied a seat in the day coach just behind a young mother with her five-year-old boy beside her. The boy was eager, alert, attentive, and actively interested in his environment. The swinging bell-cord attracted his attention.

"What is that 'lastic hanging there?" asked the lad. "What is it for?" "When will the conductor pull it?" "Will the train stop if he pulls it now?" "Mother, don't wait for him; you pull it." "Why can't you pull it?" So the eager questions poured forth.

Patiently, truthfully, gently, the mother answered each question in turn, explaining why the conductor could do what the boy could not do, and why she must not take the conductor's place and pull the cord. The boy listened eagerly.

Meanwhile another little lad whose mother was absorbed in a novel slid down from his seat across the aisle and seated himself close beside the lad who was asking the questions. The foster-mother welcomed him and went on following the interest of the children, making plain all the mysteries that appeared as the train rolled on its way.

My book lay unopened in my lap. I listened and inwardly applauded as the quiet, modest mother unconsciously exhibited this exquisite bit of teaching. My mind traveled to the myriad mothers who are constantly employed in interpreting life to their children, and I realized perhaps more clearly than ever before the home's contribution to education.

Think what it means, then, for children to grow up in a home where the eager question is answered with truth, patience, and loving-kindness. "Wondering is the beginning of knowledge," Hawthorne tells us.

In a Girl Scout camp in Massachusetts a "Wonder House" has been built to which the child may bring her new-found treasures, wondering what they are and hurrying to question someone who knows. Every house that shelters a child is a "Wonder House." Mothers and fathers are the interpreters of life itself to the children who earnestly bring their questions to them.

Do we realize that this everyday teaching makes the children ready for the book? Do we understand that every question truly and rightly answered forwards their search for understanding, adds to the foundation of their education, making ready for the school, the teacher, and the book?

Behavior, "the finest of the fine arts" taught in the home; ideals or patterns essential elements in teaching. Parents are the child's first teachers. Their "unconscious tuition" far exceeds the explicit instruction which they give. The child will see life through the eyes of his parents. The loves, the interests, the habits, the manners, the tastes of the child will be largely formed before he enters school. This comes about, as has been said, not half so much by explicit instruction as by the child's unconscious imitation. It is like the old lesson in the copy book wherein the teacher set the "copy" and the child patiently traced and retraced it.

"How do you want your hair cut?" asked the barber, as he adjusted a little lad to his seat in the official

chair. "Just like my father's," answered the boy, not realizing that his father's shiny, bald head with its little rim of hair was beautiful merely because it was loved by the child.

Instinctively children copy all the actions and exhibits which they see about them. A two-year-old asked daddy to play with him. "Oh, I can't," said daddy, "I must work." A few minutes later the two-year-old was invited by his mother to a bath. "I can't come," replied the child, "I must work."

Half the behavior on the part of children is an imitation of the behavior of their elders. In the home where the patterns are fine and the opportunity for practice is assured, the best possible preparation is being made for right behavior in school. For "patterns" substitute "ideals" and you discover the major contribution to moral education.

The home and sympathetic guidance; good will in the home. In the teaching of the home still another factor is vital. The thoughtfulness and intelligence of the parents will provide clear explanations and definite instruction. The habits, manners, and ideals of the family will rightly develop the habits, ideals, and manners of the children. But, even more, the children must be sure of the atmosphere of loving-kindness, good will, sympathetic understanding, and the readiness to serve.

I remember with gratitude another demonstration which I witnessed in traveling. A little lad sitting

beside his mother was startled by the pulling of the cord which controlled the air brake. The sharp sound of the escaping air frightened the child, who screamed and clung to his mother. The mother cuddled him in her arms with his head hid in the hollow of her shoulder. After a little the lad raised his head, looked confidently about him, and smiled in his mother's face. "'Tis a good car, mother," he said.

The child knew that the mother's arms made the car a good car, and we have the same assurance that the interpretation which teaches most is given by the mother who is in fullest sympathy with her child. This incident reminds us that it is not merely the study of principles and methods that is essential; it is love that brings understanding. No technical preparation for this teaching can be substituted for that which comes from living with children. Even the experience and discipline that accompany belonging to a large family, if the right interpreter is at the head, prove vastly more useful than any substituted set of instructions which the training school can devise.

Playmates as teachers; play and school; comradeship indispensable. We have spoken of parents as teachers of the children. The playmates occupy in the child's esteem a still higher plane. With what eager interest the child approaches someone of his own age and at once begins to display his own treasure or asks to see those belonging to his new-found friend. How

earnest are his attempts to match the abilities of his friend, — to run, jump, skate, and play ball equally well. In these tests the child is spurred to greater endeavors far more than by any direction from the family center. This desire to share and to excel must be fostered by companionship with those of his own age.

The natural upbringing in a family of children where each must share, where the rights of all must be recognized, and where the laws of comradeship become clear gives the finest possible preparation for the experience in the school. On the other hand, the "only child," who has been sheltered in the home where he has been the center of attention, has much to overcome when he is inducted into the behavior required in the commonwealth called the school.

The good home, therefore, in its very nature must be hospitable. Children are safeguarded when they are saved from the selfishness which comes from being made the center of attention. Sharing with others, learning from others, rejoicing with others in their success, — all these belong to the training of childhood; and if the family is not large enough to supply these interests, the doors must be flung wide open and other children must be invited in. Otherwise the child comes to school so self-centered, so demanding, or so opinionated that he will meet only hardship and rebuff in the ordinary habits of school. He will find very difficult the adjustments that must be made before he can work at his best with his schoolmates.

Experience as a preparation for the book; words interpreted by experience. All unconsciously the tuition of the home has laid the foundations for the work of the school. Parents must realize, however, that the book will always and forever be interpreted by the experience which the child brings to the book. The relation between the work of the home and the work of the school is such that the school cannot do its work, and the book cannot become an efficient tool, unless the teaching of the home has provided the right type of experience.

In the schoolroom the book is the accepted tool. The earliest task of the teacher is to acquaint the pupils with the printed word. 'Tis a marvelous art, this reading; and learning to read is so essential that alone by itself it would justify the existence of the schools. It is not strange that we have all but deified the book; for the possession of the printed word, the ability to interpret the printed page, enables the child to take into his comradeship all who have lived and thought and spoken and written, though he may never look upon their faces. Reading multiplies companionship, opens doors of opportunity, develops understanding, and leads to knowledge.

But before this can be done, before the child can possess the word, there must have been an experience which interprets the meaning of the word. Imagine children in the heart of a crowded city reading Whittier's "Snowbound." Perhaps not one child in

the district has ever known a winter's day in the country, has ever seen the clear white breadth of snow in any field. How can New York interpret "Snowbound" to the children who grow up in its tenements? Through the everyday experiences of a northern winter, through the country environment, the child gets the meaning of "Snowbound."

But suppose the things to be interpreted are "green pastures" and "still waters." For these the child must have walked in green fields and by the quiet brook, and preferably with father or mother holding him by the hand, both learning as they go.

Suppose that the lad is reading of unselfishness, or kindness, or courtesy, or generous deeds. On what can his understanding depend if he has not been surrounded by these virtues in his home?

"Under whose preaching were you converted?" a young man was asked. "Nobody's preaching; it was Aunt Hannah's practicing," was the reply.

As the winter fields, or the blinding storm about the house while the wood fire is heaped high and the children are rejoicing about the hearth, must interpret Whittier's "Snowbound," so the gentleness, the justice, the loving-kindness, the patience exhibited in the home will interpret the poem, will enlighten the hearer of the sermon, will make clear the meaning of the story. And these are absolutely essential to the processes called learning. The child must see, or hear, or feel, — must take into his own life the meaning of

the word before the printed word can surrender its meaning to him. What the child brings to the book he gets out of the book, and all this vast preparation belongs to the home more than to the school, — to the comradeship of the playground rather than to the teaching from the school platform. Yet both must be interpreted and reënforced by the school.

Words are empty things until life itself fills them with meaning. This is a lifelong process, as all thoughtful persons who have lived many years will tell us. More and more rich the printed page becomes to us as we bring to the book a life which has been enriched by varied experiences. This function of the home, therefore, is ever-continuing. The application of this truth will lead us all to enrich the family group with the best that we can bring to it, fulfilling our own obligation as contributors to the understanding and well-being of all those with whom we live. No treasure, no gift, no acquirement, no precious bit of understanding can become our own without at the same time becoming the heritage and possession of all who depend upon us and all who in any degree are taught by us.

The task as a teacher; sharing in work, play, and common responsibility. One further truth remains to be considered. No education is complete without the lessons which come from the *task as teacher*. A whimsical philosophy was hidden in the droll comment of Squeers in "Nicholas Nickleby": "When a boy learns a thing he goes and does it." In the doing truth

is revealed. Were the history of mankind once clearly unfolded, we should find the deepest philosophies coming out of everyday experiences faithfully fulfilled and thoughtfully interpreted. There is no revelation that compares with that which comes from the task well done.

Witness the joy in children over the toy that is completed, the breakfast that has been served, or any honest piece of work that they have finished. Becoming conscious that the world needs him and his work, the child comes to a self-respect, a quality of vitality, and a skill in the doing which could never be secured by mere instruction expressed in words. Curiously enough, the task must be genuine to secure the best results. The child needs to know that both he and his work are necessary to the well-being of others, or he scorns it.

Those who have watched the Boy Scouts or the Girl Scouts in their eager work, whether they are practicing the "Good Turn" in the home or working to build a campfire, to set up a tent, or to prepare the evening meal, must have recognized the eager joy with which the task is confronted when it is sought by the child and recognized as essential to the welfare of the group. No task under such conditions is a hardship. To serve, to do one's part, becomes as natural as breathing. This we doubtless recognize, yet often without the realization that this very experience is an essential factor in education.

Here again the home lays the foundation. The greatest possible loss ensues when conditions are created which make the coöperation of the children nonessential to the life of the home. If they naturally, in wholesome fashion, share the common burdens, they will grow in their understanding of the responsibilities. With ability they will meet without flinching and with genuine skill the emergencies which they must confront in their own experience.

Therefore the education secured in the large family, where everybody needs everybody else and everyone must help everyone else, has natural elements of strength and balance which cannot be secured when the task has to be created in order to develop the pupil. Such teaching is fictitious, planned for the purpose, like a bicycle machine screwed to the hall floor under the stairs, which a friend of mine had for physical exercise. Compare this with the real bicycle rolling through space!

Coöperation of the home and the school in presenting ideals, affording wholesome practice in work and play, and providing sympathetic guidance. On the upper floor of a primary-school building in Boston the principal had her office. One morning a loud scuffling was heard upon the stairs, and confused sounds which indicated that someone was determined to climb the stairs, and that somebody else would not come. The principal opened her office door and met a mother, who, red in the face and breathless, had at last tugged

her unwilling son to the top of the stairs. The mother pushed him into the office, saying to the principal, "Will you teach this boy to mind his mother?"

What could the teacher reply to this honest and urgent appeal? Simply that she would try to help the boy to mind his mother; but she would have liked to add, "How I wish I might help you to do your part!"

Another teacher reports that a mother appealed to her, saying, "Will you keep Tom from hitting me with the broom?" And we all know many children who respect the authority of the school but resent and disdain the authority of the home. Yet obedience to law is the cornerstone of character as well as of government, and America must teach in both home and school this fundamental lesson.

Eagerness, anxiety, good intentions, and ignorance we find on the part of both in confronting this typical problem, not simply on the part of one. The parents in these cases are still inadequate, and the teacher must learn how to help. But the answer lies not alone in talking or in "telling." The training in obedience that comes both through conduct and through its interpretation in school will bring the desired thing to pass; and it will come to pass if right-minded parents and teachers *study the problem together*, recognizing that they stand on common ground and share common responsibilities.

Education in behavior assuredly begins, and all but ends, in the home, — that essential behavior which

is the adjustment to environment. Learning to walk, to run, to climb stairs, to use the knife and fork, to brush one's hair, to wash one's hands, — all this behavior which is adjustment to physical environment and to the daily routine of life is a matter of patient example, continual precept, and constant practice until the thing does itself. Only a mother knows the cost of this; yet many a mother practices all the arts of teaching behavior without any consciousness of the laws that underlie her achievement.

Example, or pattern, is perhaps the chief factor in behavior. Desire to follow the example of someone who is loved is one of the supreme desires in all our hearts. Practice, repetition, is essential to habit; direction and correction secure the conscious coöperation of the obedient child; and all these are supplemented and strengthened by the habit of obedience which comes out of a controlled and thoughtful life in the home in which authority and leadership are centered in the conscience of the father and mother. More than half the education in behavior has been secured before the child crosses the threshold of school.

The school must practice all the principles, must use all the factors, of this training in behavior exactly as they are practiced and used in the home, — a bit more formally because the school must also maintain a routine which makes possible the work for which it was established. Classes in reading cannot go on while other members of the school are in a hubbub.

Attention is too readily diverted, and attention must be won and strengthened. Therefore certain rules of procedure are set up in school which would be unnecessary in the home; but in both the home and the school there must be the same adjustment to the needs and rights of others, — the consciousness of the presence of others, the desire to please, the unwillingness to hinder or hurt, — for good behavior comes chiefly out of this recognition of other people and the desire to please them, to help them, or to be fair to them.

"A beautiful behavior is the finest of fine arts," Emerson has told us. "Conduct is three fourths of life," Matthew Arnold has said. Behavior — conduct — is the true test of education. To assure good behavior in the lives of the children of America would repay any sacrifice, and all devotion.

So the fine art of home-making which maintains for the family the atmosphere of right living furnishes the later interpretation of the life of the world. It translates the messages which come to the young learner through the printed page. Poetry and history alike will be understood through the memories of the familiar home places. Teachers are confronted by a grave problem when the mistaken ideals of the home fail to supply the elementary experiences of life to the children who become their pupils.

The philosophy of education is the same in the home and in the school. The environment differs, but the principle continues. Knowing the path which youth

must tread, and having a common interest in the children who are being taught, the home and the school will together rightly interpret the marvelous experience known as education. Taking hold of hands, we shall learn as we go. Without this working together the problem of education cannot be solved.

All are needed by each one.
Nothing is fair or good alone.

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The common school is the institution which can receive and train up children in the elements of all good knowledge and of virtue before they are subjected to the alienating conceptions of life. This institution is the greatest discovery ever made by man; we repeat it, the common school is the greatest discovery ever made by man. In two grand characteristic attributes it is supereminent over all others; first, in its universality, for it is capacious enough to receive and cherish in its parental bosom every child that comes into the world; and second, in the timeliness of the aid it proffers—its early, seasonable supplies of counsel and guidance making security antedate danger. Other social organizations are curative and remedial; this is a preventive and an antidote. They come to heal diseases and wounds; this, to make the physical and moral frame invulnerable to them. Let the common school be expanded to its capabilities, let it be worked with the efficiency of which it is susceptible, and nine tenths of the crimes in the penal code will become obsolete; the long catalogue of human ills will be abridged; men will walk more safely by day; every pillow will be more inviolable by night; property, life and character will be held by a stronger tenure; all rational hopes respecting the future will be brightened. — HORACE MANN

III

CONTRIBUTION OF THE SCHOOL TO EDUCATION

PAYSON SMITH

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The place of institutional education. Every experience of life is an educational experience. Without formal institutional education of any kind, the race, even in most primitive conditions, finds the means by which it trains the young to adjust itself to whatever state of civilization has been reached. Even in the savage state, children receive instruction in the

simple arts that are to control their lives. As civilization advances and becomes more complex the home and community life alone do not provide adequate means of educating youth. It becomes essential to establish institutions that will conserve knowledge for the use of society, that will awaken in certain members of society a desire for further knowledge, and that will promote the means by which useful applications of knowledge are to be made.

The school has now taken a very important place among the accepted agencies of education. We think of the home, the school, and the church as the three most influential forces in the formation of personal character and in the equipment of the individual for effective living. Of these three the school has a peculiarity of position in that it touches directly at some time, and usually to a considerable extent, the lives of all youth; and it makes this contact in a somewhat definitely arranged set of experiences, planned to lead to the accomplishment of certain definite purposes.

If the educational efforts of all factors are to lead to effective and valuable ends, it is important that there be the clearest possible understanding of the results which each factor aims to secure, and that there be intelligent and sympathetic coöperation among all the agencies touching childhood and youth. It is the purpose of this chapter to set forth the specific responsibilities and aims of school education.

The school a social agency. A sharp distinction between the educational interest of the home and that of the school lies in the necessarily different points of view of the parent and the teacher toward the child. The parent's interest in his child is naturally and properly highly individualistic. Among all the children of the neighborhood or of the school the normal parent singles out his child for preferential treatment. He wants him to have all that he can afford to give him of such advantages as seem likely to promote his happiness and welfare. He will make every reasonable effort to provide those advantages, and will not always feel a deep concern if the children of other parents must have less. The school, on the other hand, will look upon the child primarily in his social relationships and with reference to his future position as a unit in the great body of citizenship.

It cannot, in the nature of the case, play any favorites. It is interested in the right adjustment of all the children to common requirements of a social organization. Many children on entering school must have their first lessons in the subordination of their own whims and desires to the good of others. They have to learn that the common good must be considered first, that they have, to be sure, their own rights which are to be protected, but that those rights end at the point where the exercise of them would infringe upon the welfare of others. Someone once observed that the first-grade teachers of America

earn every year all the money that is paid to all the teachers of America in doing one thing, namely, that of leading the child into his social relations and obligations.

A good school does not sacrifice the individual. Modern schools of the best type understand that the accomplishment of social objectives does not of necessity involve the sacrifice of individual interest. They appreciate that the body of citizenship will be the stronger and the better exactly as the units that comprise it are improved. Therefore schools are constantly striving to find ways of giving better individual treatment, — always directed, however, toward the unfolding of greater individual power in relation to contacts with other lives and human affairs.

The school, then, has set for it certain tasks which look to the development of the individual child to the end that he may play the most worthy part that it is possible for him to play in all the associations of his civic, social, and economic citizenship.

The place of the kindergarten. While the contribution of the kindergarten is highly regarded, the institution has not had the general support or the widespread adoption that it deserves.

Among the important objectives of the kindergarten there are some which deserve special notice. The kindergarten places chief emphasis on child growth. It is not concerned primarily that the child shall get knowledge. It regards the external means of education

not in any sense as ends in themselves. It values whatever will protect and develop right instincts; it seeks to starve those instincts that will, if developed, work injury to him; and it tries to create an environment that will encourage normal and healthy moral, physical, and mental growth. Therefore a good kindergarten provides the best possible start toward other institutional experience.

The kindergarten links the individualistic aspects of the home with the social aspects of the school. It does not overlook the fact that for five years the child has been somewhat a center of interest. It tries not to make him unhappy by a too abrupt termination of the treatment to which he has been accustomed. On the other hand, the games and occupations of the kindergarten set out at once to help him to adjust himself to a new order, — to an order in which he must, without an undue sacrifice of his own personality, yield something to others.

Again, it provides, under favorable conditions, for setting before the child definite duties and responsibilities. To be sure, a wisely ordered home has already placed upon him certain duties for which he was held responsible, but the tasks that are assigned in the kindergarten are definitely planned in relation to the known demands of the schools that will later receive him. If it is worth while to lay a good foundation, if it pays to provide for the wise preliminary exploration of an activity that is to engage the child's major

interest for a period of several years, namely, his school life, then it would be wise to consider the advantages of the kindergarten for larger numbers of our children.

The elementary school. It should be said that the kindergarten has so profoundly influenced the child's education that we happily find the first year of the elementary school with aims and methods similar to those of the kindergarten. The teachers of both schools have succeeded in making it clear that the first aim of education is not one of bestowing knowledge. That aim is important; it assumes its proper place later. But now, in the first years, the success of the school is to be measured not so much by the number of new things the child may learn as by the extent to which he becomes happily adjusted to the institution of the school, — an institution which will claim a large if not a major part of his time and interest for a number of years.

The tools of education. In the elementary schools will come the first experience of the child in dealing with the formal tools of education. Here are definite responsibilities of the school that are traditional and are universally recognized as belonging chiefly if not solely to the school. To give the child a command of the tools of reading, of writing, of number, of expression, of elementary facts and principles, here are things that no other institution in a formal way undertakes at all.

Elementary schools, therefore, are quite rightly judged by the extent to which they succeed in giving the child command of these so-called tools. It is not necessary to discuss here the methods by which this command is to be assured, nor to state exactly the grades in which the several processes are to be treated. Two observations may, however, be appropriately made. First, the most marked progress in educational method has been found in the teaching of the tool subjects. Children, under present-day methods, read better at the end of the second year than they did a generation ago at the end of the fourth or fifth year. Arithmetical processes are mastered earlier and used, on the whole, more confidently and more accurately. Expression, both oral and written, shows the results of the study which has been made of method. These are not statements of opinion. There is ample evidence to show that in the teaching of the traditional three R's the modern school is distinctly more capable than the schools of former years.

Through the elimination of obsolete subject matter, the setting up of definite standards of achievement, the diagnosis of individual difficulties, and the improvement of drill processes our children are being equipped with the tools of learning far more effectively than ever before.

Certain social aims of elementary education. Though our elementary schools must be credited with a very careful study of child psychology as well as of the

most effective methods of teaching children, yet to the secondary schools must be given the credit for the clearest statement of what education must accomplish for our youth. Reasoning from an analysis of the activities of the normal individual, the Commission on the Reorganization of Secondary Education with compelling logic concludes that all our school activities of whatever grade should be directed toward the following major objectives: (1) health, (2) command of the fundamental processes, (3) worthy home membership, (4) vocation, (5) citizenship, (6) worthy use of leisure, (7) ethical character.

Though the elementary school naturally places a somewhat different emphasis upon these objectives than does the secondary school, yet, in the country-wide reorganization of the curriculum now taking place, our elementary schools are recognizing as their special task the laying broad and well of those foundations so necessary to the full development of these same essentials of worthy citizenship.

Very marked progress has been made within a decade in the clearer statement of health objectives and in the choice of better methods of reaching those objectives. The rapid replacement of unwholesome schoolhouses whereby in the past eight years hundreds of school children have been transferred from old to new and hygienic buildings, the medical-inspection service by school physician and nurse for the detection and correction of physical defects as

well as for the control of contagion, the new emphasis upon the formation of health habits, and the physical training now required in all schools and designed to build strong bodies, — all these factors are making a most important contribution to the health program.

Character and citizenship. A development of far-reaching significance in elementary education is the new emphasis upon training for character and citizenship. Convinced that such training cannot be given in an incidental fashion, an increasing number of elementary schools are assigning to it a definite period every school day. Furthermore, the schools are fast learning that the most effective means of developing the desired qualities of citizenship are to be found not in textbooks but in life situations within the school and the class groups themselves. Through these pupil activities the elementary schools are seeking to cultivate those attitudes, ideals, and interests that will make our boys and girls more worthy members of their homes, that will assist them to use their leisure time with profit, and that will assure to them that foundation of moral qualities and purposes so necessary to the later fulfillment of their vocational and civic obligations.

It is inevitably true that, under any conditions, the coöperation of the home and the school is absolutely essential to the progress of the child. With the recent rapid recognition of the increasing responsibilities of the school, and with a better understanding of the

many ways in which the responsibilities of home and school are intricately interwoven, that coöperation becomes immensely more important.

The junior high school. A very recent movement in American public education has been that relating to the development of junior high schools, sometimes called intermediate schools. The elementary and secondary schools of America started with aims considerably at variance with each other. It has long been recognized that there was a sharp break between the eighth year, which ended the elementary period, and the ninth year, which opened the high-school period. Not only were the subjects taught entirely different in character, but the methods of teaching were sharply in contrast.

It has also been recognized that the methods to be employed in the upper elementary years must be modified not only to provide a more natural transition to the high school but likewise to provide subjects and methods better suited to pupils of adolescent years. Youth of the seventh and eighth grades are no longer children to be taught by the methods suited to childhood. Neither are they the "almost men and women" who are in the high schools. Individual adaptation is strikingly a requirement of education at this time. Out of the study of these problems and others relating to them have come within the past two decades many experiments in various school systems, with the result that there is now going forward a most remarkable

and promising transformation of the public-school organization, aimed in general to find methods better adapted to meet the different requirements of the various ages, to provide an adequate range of educational experience, and to adapt the courses and practices of the schools to the requirements of the individual child. The adoption of a school organization based upon the three general groups—elementary, intermediate, and secondary—is commonly regarded as important if not absolutely necessary to the perfecting of the best educational procedures.

Parents should understand that the junior-high-school organization does not subordinate the emphasis which should be placed upon the so-called fundamental subjects. Indeed, it provides distinctly for an approach to the better teaching of these subjects by providing constantly for an application of the principle studied. For example, arithmetic, formerly taught in the middle years largely in an abstract fashion, is now related to actual projects. From the departmental teaching of the best junior high school the parent may well expect his child to develop an increasing interest in subjects of peculiar personal appeal, because of the somewhat greater resourcefulness that may be expected in specialized fields by teachers trained in them.

It should be clearly understood that the responsibility of the junior high school in the adequate teaching of the fundamental subjects is as great as the

responsibility of the so-called grammar schools which in a measure it succeeds.

With the better approach to the work of these years provided by the junior-high-school organization it is to be expected that improvements in methods will shortly take place which will easily match the radical improvements already recognized in the field of elementary education.

The term "junior high school" is sometimes rather misleading because parents are disposed to think that the new organization is only another type of high school or that it is perhaps the high school extended downward into the earlier years. It is neither of these; it is rather a specific type of organization planned to meet the requirements of youth of the adolescent age.

Physical education. The school is now concerned with physical well-being and alertness as much as it has always been concerned with mental alertness. The physical-education program, of which health is the basis, enters into the life of the child on the first day of his appearance in the school. An extensive medical examination is given by the school physician. The purpose of this is to determine any possible handicaps that may interfere with the learning process. The possible shortcomings are brought to the attention of the home in order that remedial steps may be taken to insure for the child a fair chance for normal development. The school nurse keeps a watchful eye over the children and in a general way follows up the

school physician's advice. Courses of instruction informing the child of the necessary things to do, and those to avoid, aim to establish gradually habits of right living that aid greatly in the proper development. Definite health or training rules pertaining to eating, sleeping, clothing, and exercising are laid down for the child to live by. Health has to be earned in order to be possessed, and a good health program aims to furnish the means by which to earn it. The physical-education program makes a distinct contribution to the healthy development of the child, partly through the activities during the school hours and partly through the voluntary play after school.

Such a program consists of a wide range of activities aimed to fit the individual needs and inclinations. Dancing, running, jumping, throwing, climbing, vaulting, and swimming are among the many and varied activities which are spread over the school years, terminating, in the junior and senior high schools, in the team activities. By means of achievement tests a child's rating is established and his attention is centered on overcoming deficiencies.

In the physical-education program the acquiring of skill and alertness is not the only purpose, however; the activity program furnishes opportunity to the child to manifest behavior, — if wrong, to be set right, and if right, to be kept right. It is generally conceded that the school playground and gymnasium are the best laboratories for character development, provided

the leadership is of high grade. Here in this play world the situations are frequent and ever-changing, and must be met habitually, as there is no time for deliberation. Here the boys and girls learn to control emotion, to appreciate the rights of others, and to lend themselves to a general cause rather than to be only individualistic in their aims. Play is a child's heritage and must be taught so that it will serve him and society, and so contribute to a better community life.

It is well recognized that, in human experience, the will to right conduct meets its severest test in that margin of life where choices of recreation are offered. It is during the vacation period and not when one is engaged in the routine of his tasks that the temptation to misconduct arises. The recreation in adulthood as well as in childhood is recognized not only as reflecting the established interests of the individual but likewise as indicating the ways in which life may be impoverished or enriched. The provision of adequate playgrounds and of proper recreational facilities is not to be regarded as any mere incident in the responsibilities of a community to its youth. Not less important than schools are those agencies which touch the social life of the growing child.

A program of physical education aimed to serve all children makes certain requirements. Such a program means ample provision for space indoors and outdoors ; it means sufficient equipment to serve large numbers ;

it means sufficient time during the school day to teach the various phases of physical education; it means expert supervision; and it must mean an organization of the children that will function after school. The truth is that we are young so that we may play, rather than that we play because we are young; hence, physical education is now a definite part of every school program. While only of secondary consideration, it is nevertheless important that physical education is a preparation for leisure in later life. Our increasing community investment in public playgrounds has grown to the present extent mainly through the demand of our young people who have left school and crave a continuation of the recreation in which they shared while in school.

Continuation and part-time schools. Parents are, from time to time, led by circumstances to conclude that there is little advantage in compelling a child to remain in the regular school after reaching the age of fourteen years. Under the laws of several states the minor must be either in school or at work until he is sixteen years of age. If the decision is made to permit the minor to enter employment, another school — the continuation school — offers its advantages.

Before the establishment of this type of school the boy or girl who left the full-time school to go to work faced, unaided, a complete change in status. As a full-time pupil he was entirely dependent for support upon others; he was a nonproductive unit of society.

With employment he suddenly becomes in effect an independent, wage-earning, productive unit of that same society. The continuation school was organized as an agency which could best help that boy or girl make the proper adjustments to this new situation, — an agency which can coöperate with the parents to see to it that working children shall gain from their new environment and experiences continued educational development. It undertakes also to secure and coördinate the coöperation of the employer in this educational program.

The continuation school, then, assumes a measure of responsibility in the employment of youth of this age group. It secures accurate and first-hand knowledge regarding the characteristics and requirements of industrial life and seeks to help the youth to understand and meet the requirements. It determines, and takes into account in its program, the individual work habits and ways of thinking that are sources of behavior with working boys and girls.

The school recognizes the fact that the first jobs have a definite influence upon the minors and are potential factors in shaping their careers. It seeks to reveal to the minor the opportunities that are inherent in the job he is doing. Generally speaking, the opportunity in an initial job is of the individual's own making, but the unguided youth often remains unaware of the advantages that are his, and fails to profit by the learning values of the job.

The continuation school tries to afford a program that will help the individual to make the most of his particular opportunities and equipment. Values and needs common to citizenship and industry are stressed. Thus the minor who now leaves school to go to work can no longer feel that he is "all done with school and education." He finds himself still in touch with school in a school that can and does help him, first, to continue the general educational process; second, to get the most out of immediate employment and save time which might be lost in unemployment or in aimless drifting from job to job; third, to make a more intelligent choice in changing occupation and in advancing from unskilled to skilled callings; and, fourth, to secure the utmost in sympathetic understanding and coöperation from the employer in upgrading as an employee.

The retarded child. During the past several years those engaged in education have been giving special attention to the study of individual differences among school children, laying particular stress on differences of mental ability. These investigations have revealed that children show as striking variations in their mental endowments as in their physical capacities. When they are examined in sufficiently large groups, the proportion of the children on each of the various mental levels is found to be fairly constant. In examining about nine hundred unselected children, Dr. Terman makes the following classification of them according

to mental ability: geniuses, 1 per cent; superior, 20 per cent; normal, 60 per cent; slow, 18 per cent; definitely retarded, 1 per cent. Other investigations reveal about the same proportions in the various mental groups.

One conclusion to be drawn from these studies of individual differences is that the school must offer a program so varied as to meet the requirements and the capacities of children found on each of the several mental levels. Our experience shows that children on the upper levels, because of their strong mental resources, can make excellent school progress if they are given the usual schoolbooks and appliances and the usual amount of guidance by the teacher. In the case of these children the chief concern of the teacher is to provide school activities of sufficient difficulty to challenge their best capabilities and thus to maintain their interest.

In the case of the children at the other end of the mental scale the situation is quite different. They cannot compete with the others in the regular work of the school. They not only require a much longer time than the average child to do their work, but they are unable to grasp and profit by much of the academic work beyond the fourth or fifth grade, particularly such work as arithmetic and language. If required to remain in the regular classes, these pupils must repeat the work of each grade, frequently more than once. After a few years of school life they find themselves

classed with pupils much younger. Their condition of overage soon becomes so obvious that it attracts the attention of their schoolmates and too often occasions uncomplimentary remarks. Their school life becomes little more than a succession of failures. They live constantly in an atmosphere of discouragement. Obviously such children require a type of school treatment quite different from the ordinary.

It is most gratifying to observe that the special needs of these handicapped children have made a very widespread appeal within recent years. Through experimentation it has been found that many such children, when given sufficient individual attention, can succeed very well in certain lines of manual activity. Through the necessary adaptations of its program the school can give many of them a training in handwork that will serve as a foundation for successful employment in later years. It can train them also in elementary reading, writing, and number. It can help them to form proper habits of personal care and social behavior. Furthermore, in the accomplishment of these results the school can provide an environment in which these children may be genuinely happy.

The measure that has been developed for accomplishing these needs successfully is the so-called special class. The special class connotes a special curriculum. Not only have many communities throughout the country voluntarily established such classes, but a substantial number of states have enacted laws

requiring their establishment in all communities where such children are found in excess of specified numbers. The Massachusetts law may be referred to as an illustration. Since 1919 every town and city in the commonwealth has been required to take a census of its retarded children. After the preliminary census is taken by local school officials and teachers, the state sends a mental clinic from one of its institutions to give the children a thorough physical and mental examination. If the clinic finds that there are ten or more children who are three years or more retarded in mental development, the state requires that a special class be established for these children and that a type of training quite different from the usual school program be provided.

In these special classes, which usually do not enroll more than fifteen or eighteen children, much individual instruction is given. In many classes nearly half the time is devoted to manual activities. The girls do needlework, knitting, crocheting, braiding, and weaving. The boys engage in various woodworking activities, chair-seating, and painting. In such types of work many of these children succeed admirably and are made very happy in their school life. Naturally much attention is given to physical training and the formation of proper habits in the care of the body. About one third to one half of the time is devoted to a training of the most practical and elementary nature in reading, writing, arithmetic, citizen-

ship, music, and drawing. Much emphasis is laid on the development of character.

In thus devoting special attention to these children, by providing them with elementary education in accordance with their capacities, by helping them to establish right habits of bodily care and habits of industry and thrift, and by aiding them to develop the qualities of coöperation, courtesy, and integrity, the schools are clearly rendering a very valuable service both to the pupils themselves and to the communities in which they live. It is equally clear that in their attempts to meet sympathetically and effectively the educational needs of these children the schools can achieve the largest measure of success only as parents obtain a clear understanding of the purposes of the schools and thus are led to give teachers their whole-hearted support.

Secondary education. The extraordinary growth of the American high school from 1890 to 1925 has very frequently attracted the attention of educational writers and speakers. The changes in the character of the high school during this period are quite as striking and important. Despite the liberalizing influence of the academy movement which had played such an important part in secondary education in this country from 1820 to 1880, the public high school in 1890 was chiefly concerned with preparing the favored few for college, normal school, or other higher institutions of learning. In the larger high schools some ele-

mentary courses in the commercial field were offered. Largely on account of the narrow curriculums the membership in the secondary schools at the beginning of the present century was relatively small and quite homogeneous in character.

Within the past three decades there have occurred changes in the opportunities offered in high schools which are little short of revolutionary. These changes are shown in the expanding programs of studies. The pupils who presented themselves at the doors of a good, modern high school, even of moderate size, in September of 1927, were generally given the opportunity of selecting their work from five or six carefully prepared curriculums. Among these are the college-preparatory curriculum, a technical curriculum containing the subjects suggested as preparation for technical schools, a commercial curriculum, and curriculums offering excellent training in the household arts for girls and in the manual arts for boys. In some schools an agricultural curriculum is also offered. In many of the schools a general curriculum is given, to meet the needs of those who were not satisfied with any of the specialized curriculums of the school. This situation indicates a much more liberal opportunity than was offered a few decades ago. Moreover, in each of these curriculums of suggested or required subjects there are usually a considerable number of electives. With the development of the junior high schools have come certain short courses designed to help pupils to

make wise choices among the courses of the senior high schools. A system of vocational and educational guidance now found in some form and to some extent in nearly all schools will do much to start the entering pupil right.

Outside and related education. Along with the enrichment of the curriculum there have come into high schools a large number of activities which are now called extracurricular or semicurricular activities. Debating clubs, glee clubs, school bands, orchestras, school papers, and athletic teams are illustrations of these activities. Some of these are not new, but their number and the number of pupils taking part in them constitute a new and significant influence in the schools. These activities, ignored and neglected by the school authorities at first, are now brought under faculty control and supervision. They not only enlarge the school life but furnish a valuable addition to the offerings of the school. One of the most important reasons why more pupils now enter high school and stay longer in the school is that these schools are better worth attending.

The student, not the course, the object of teaching. Quite as significant as the expansion and changes in the curriculum has been the acceptance of a new set of guiding principles in secondary education. We are no longer merely teaching subjects. We are becoming more and more concerned with teaching boys and girls. In a good high school the fundamental aim is to

train the pupils for efficient, useful citizenship in the broadest sense of these words. The cardinal principles of secondary education to which reference has been made set forth the objectives of secondary education in a form which has met with wide acceptance and has exerted great influence in the high schools. It cannot be said that these have yet been fully put into practice even by the most progressive high schools, but very great progress has been made from the narrow and limited purposes of the high school of three or four decades ago to the broad and vital objectives now recognized as essential.

At the present time we can expect that the graduate of any good high school not only will have acquired certain information or knowledge but also will have gained certain ideals, attitudes, and standards.

Some important objectives. Here may be stated some of the important specific things that the high school of today will, with a hearty and sympathetic coöperation of the home, accomplish for its pupils. One of these is the ability on the part of the graduate to use language effectively for organizing and presenting his thoughts to others in oral or written form. He should have the ability to understand the oral expression of others and read the written or printed word with ease and ready intelligence. While acquiring the above skills he gains a love and appreciation of good literature as a permanent possession, — an abiding influence in shaping ideals and in furnishing

some of life's durable satisfactions. He will also be in command of the rest of that body of knowledge which experience has shown to be desirable for every normal citizen to have. This body of knowledge is not a static thing but is a continually expanding entity. If the individual is to live happily and usefully today, it is necessary for him to know much more than the individual of a generation or two ago. Our fathers may have considered the three R's sufficient, but today considerably more than this may fairly be included in the fundamentals.

Vocational aims. The individual also, whether he is likely to be obliged to work for his living or not, ought to have a vocation in which he could be a productive citizen. The secondary school at the present time makes little attempt, outside of the commercial field, to provide definite vocational training; but more and more, in the content of the courses offered, we are attempting to provide the kind of education that will function usefully in the world's work. The high-school graduate will also have been given training which will help him to comport himself wisely and happily when he is not engaged in his vocation. With the extraordinary development of labor-saving machinery it is now possible to meet the needs of food, shelter, and commodities on the basis of a shorter working day. This means that there is bound to be more time for leisure. Unwisely used leisure is dangerous to the individual and to the social order. The high school

at the present time is attempting to meet the responsibility of training its pupils so that they will by habit and choice make a wise use of leisure.

Physical well-being. The high-school graduate will also have learned to keep himself physically fit. He must have knowledge as to proper food and as much knowledge of preventive medicine and methods of avoiding disease as may properly be expected in the layman. He must have established proper habits of physical exercise so that they will be carried over into adult life. The high school, if it does its full duty to the pupil, will also give attention to mental health. This is related to health and physical fitness, because the mind which is nourished and housed in a healthy body is generally most effective. Such fitness, however, means more than this; it means the habit of keeping the mind interested in the activities, relations, and experiences of everyday life. There must be the habit of keeping up with new developments, and an open-mindedness toward new ideas.

Being a citizen. The graduate of a secondary school should have a good knowledge of the history and government of his country. Courses in these subjects are now required by law in most states. In acquiring this knowledge he should gain the ability to think, feel, and react as an intelligent, sympathetic member of society. He should also have gained the disposition as a citizen to do his share in performing those duties and functions for which all citizens have a responsibility.

Character training in high schools. Lastly, an objective more important than any other is the development of ethical character. No one of the objectives of education is receiving in high schools more attention than this. On every hand it is being discussed in every progressive high school. Principals and teachers are seeking to develop in their pupils the ability to act right and think straight in the midst of our complex civilization. Without the attainment of this objective all other forms of education are incomplete. They may even be dangerous.

Commissioner Tigert of the United States Bureau of Education, in an address delivered at the meeting of the National Education Association in Chicago in 1922, emphasized the importance of character training in these significant words :

The man who discovered that surgical instruments should be sharp made an important discovery, but the man who discovered that the instruments should at the same time be sterilized made, I think, a more important discovery. So far as I am concerned, if I had to be operated on, I would much prefer a dull knife that was clean to a sharp knife that was foul. The former could do little or no damage, but the latter would carry the nocuous germs so far into my body as to destroy my life. And so, to enlighten the mind, to emancipate the thought of man without the proper direction of will, is but to magnify the injury he will do in the world. Education for knowledge efficiency alone will possibly enable a man who might have been a house robber or a highwayman to become the head of some great busi-

ness concern where he can steal on a big scale, or to reach some position of political power in which he may wreck society.

If we cannot teach the old-fashioned virtues of honesty, justice, decency, and the Christian doctrine of love along with modern thought, then we had better dismantle our splendid and magnificently equipped schools and return to the old log schoolhouse. We had better have citizens who have character and little erudition than citizens whose knowledge is a peril to society.

Higher and technical education. While it is not the province of this chapter to deal particularly with the innumerable offerings of higher and technical education, it is appropriate that it should close with a statement of the problem which now confronts the youth at the termination of his school course. He may go directly into industry of some sort without previous preparation for it. Graduates of colleges, of high schools, and of the lower schools have done this for many years and are still meeting life's first responsible contacts in that fashion. On the other hand, the developments of technical education have been among the most significant of all educational developments of the past generation. Where once there was institutional preparation for only the fields of law, theology, and medicine, within a century there have developed technical institutions for special training in the fields of teaching, nursing, engineering, agriculture, pharmacy, and business, to name only a few of such developments. It is unquestionably going to be true

that in the near future the boy who does not have the advantage of technical education will meet a severe handicap in his adjustment to his life work.

Industry is recognizing this handicap and is beginning in various ways to provide some opportunity for technical education within the industry itself. Various manufacturing concerns, department stores, and other industrial organizations are turning their attention to ways in which employees can be perfected in their chosen trade or business.

Parents are scrutinizing with increasing care the problems which surround the first adjustments of the individual to employment. The continuation school, part-time school, and vocational school are, in the field of elementary and secondary education, helping to solve the problem. The high schools and the colleges, through departments of guidance and pre-professional courses, are helping students to a better understanding of their own fitness for various kinds of work. Beginning with the junior high school, and increasing in the senior high school, there should be on the part of both school and home the closest possible coöperation in this problem of industrial adjustment.

It is recognized that one of the important aims of education is to help the individual life to a correct adjustment to the organization of which that life is to be a part. Both the individual and the community will be the happier and the more efficient in proportion as this adjustment is nicely made. Our modern life is

so intricate in its civic, social, and economic phases that the utmost interest and most intelligent coöperation on the part of industry must be aided through these same factors, — the home and the school.

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If we provide out in the community those things which humanity, including its children, need for their right development, there is rendered unnecessary much of the costly superstructure which society has reared in the form of many specialized and non-preventive social welfare agencies.

J. PRENTICE MURPHY ¹

IV

CONTRIBUTION OF THE COMMUNITY TO EDUCATION

JOSEPH LEE

PRESIDENT OF THE PLAYGROUND AND RECREATION ASSOCIATION OF AMERICA

What do we want most for our children? It is the business of every community to make itself the sort of place in which a child can grow up. The recognized instruments to that end are the home, the school, and the church. To these I would add the playground, not for its service to physical development, important as that is, but for its spiritual value. The body is the product of the spirit much more than the spirit of the body. It is through the development in children of an intense and vivid purpose toward those ends which it is theirs to serve that life comes both to the body and to the mind.

A system of playgrounds. There must of course be a playground for every school, and enough of these

¹ From *Annals of the American Academy of Political and Social Science* (September, 1925), Vol. CXXI. Permission of The American Academy of Political and Social Science, Publishers.

should be open after school, on Saturdays and Sundays and during vacation, to enable all the children under ten, and the somewhat older girls, to find a playground within a quarter of a mile of home. A better plan (when we begin to have plans for cities and not to allow this most important instrument of life to form itself without the application of intelligence) is to have a play space within each block; and plans already tested by the Metropolitan Life Insurance Company, whose model apartments cover only half the lot, show the financial feasibility of making such provision even in pretty crowded districts.

Meantime, in those parts of our cities which remain unplanned, the principal playground of the little children must be the streets. In such districts we shall never provide enough playgrounds, near enough to the homes, to meet the need. And the street is not necessarily as bad as is supposed. Its immediate proximity to the home, so that the mother can call to John from the window, or go downstairs herself and intervene when the hair-pulling becomes too strenuous, is a strong consideration in its favor. Also front steps are an excellent place for playing dolls and holding high converse on state affairs, the occasional passing in and out of elders being tolerated as an unimportant interruption.

For boys from ten to seventeen or so there should be playgrounds within a half-mile radius of every home, of not less than three acres, on which they can

play baseball and football and which in the winter can be flooded for skating. There should also be big athletic fields in the parks and in other places reasonably accessible.

Equipment, games, leadership. On the playgrounds for little children there must be kindergartners or other understanding persons who can teach them songs and games and who, above all, know enough to leave them largely to their own devices. There must be opportunity for every child to sing and dance and build, and invite the great constituent impulses of rhythm and harmony and creation to vibrate through him and form him to their use. The children should be allowed to romp, and wrestle, and rush, and yell, and tumble down, and do things that you have not planned for them. And they should hear stories, — the great old myths and fairy stories, stories of the imagination that tell more truth than any history, and the great Bible stories; and they should tell and act them and have an unlimited opportunity for make-believe, for it is what they thus throw themselves into in imagination that they will become.

The story-teller fulfills a sacred office, and her training and the stories told by her should correspond.

On the playgrounds for the middle-sized boys there should be leaders, — preferably the submasters of the schools, if there are any, because of the double educational process that will ensue, — men who understand boys and respect the hard, inexorable standard of

their games. The disciplinary value of these playgrounds will be in the lessons which they can teach far better than any other institution: courage and presence of mind; initiative and perseverance; boldness and caution; give and take and self-control; leadership, loyalty, and fair play. The boy will here experience the necessity of having rules and of their enforcement. He will learn, here if anywhere, to be a "dead-game sport," and — what Michael Pupin has declared to be the great lesson of America — to play the game. Incidentally he will develop more efficient heart and lungs and digestion, and a set of arms and legs trained to carry out the imperative orders of the soul.

The big playing fields should give opportunity for playing the great national games. The parks should also provide plentiful space for golf and tennis, for skating, skiing, tobogganing, and coasting. There should be, if possible, lakes or rivers with canoes. There must be swimming holes and there must be woods to walk in and explore. For any city which borders on the sea or on a lake not to have a beach or bathing place is a crime, but the number of such delinquents must now be very few.

Camping. As an essential part of their experience children should have a chance to get out and build fires and set up tents; to go fishing and exploring, study birds and animals and plants, and make photographs and pictures of them; to lie awake at night

and watch the stars ; to chop trees and know the smell of pine, study the heavens, and rub their noses in the ground.

Gardens. There should be on every playground, so far as possible, gardens for the children of about eleven to thirteen years. Gardening, the tending of any growing thing, whether it is a plant, a baby, or a younger sister, is a passion with all girls and, if we but give it a chance, with almost every boy. Such experience awakens the strand of motherhood, almost as important in men as it is in women. Incidentally, the care of plants on a playground, and knowing what it is to have your long-cherished potato or your favorite flower stolen, is about as severe and as lasting a lesson in the value of law observance as can be taught.

Art and science. Of course, there must be local libraries where the children can take down the books, and can be helped or let alone to browse. There must be an art museum with a branch in every ward, a wonder place with pictures and embroidery and illuminated books and pottery and other beautiful things, even if there can only be a few of them.

There must be at least one natural-history room, where the children can see birds and snakes and skeletons and bugs and beasts and butterflies, and have delightful shiverings about them. Art and science are streams in which the life of childhood flows. To leave no access to them is imprisonment.

Country boys and girls. How about the country boy and girl? Do they need less attention than their contemporaries in the city? It is true they have a picture gallery and a natural-history room at hand. They have all nature for a playground, with fields and woods and streams, with birds and beasts and flowers, and all the air and sunlight in the world; there is the great barn with the horses and cows and pigs, and a garden and fields of grain and cultivated meadows. What more can any child require?

Yet in spite of all these opportunities the country child has the most crying need of all. It is true that the country child not only has nature as a laboratory and an art museum; he has also physical opportunity for the best kinds of play and games. I know, for I was brought up in the country. I still can feel the thrill of coasting on the icy road or on the crust, of skating on the pond at sunset or on the flooded meadow where the moon shone above the woods and the ice stretched far in among the trees. I can still take part, in imagination, in the baseball and football games in the old pasture, where room was plenty, in prisoners' base, and in those great raiding games of the hi-spy variety, with their element of romance, their familiar use of woods and rocks and fields and the old barn, which are the great games of childhood from eight years into and even through the teens.

Help wanted. But with all this treasure at his door the country child still needs assistance. Like other

rich people, he often starves in the midst of his profusion. A boy to whom George E. Johnson, in a summer play-school in the country, was teaching nature study one day exhibited what he called a trout, the fact that the creature had four legs not seeming an impediment to such classification. Country children do not always see the sunset or the flowers or the waving corn. Few of us see any but the pictures that some artist has painted for us. Weeding onions is not nature study, nor milking cows at three A.M. an infallible training in the arts. There must be nature study for our country children in some form that will not kill their interest in nature. Charles Eliot Norton started at Ashfield, Massachusetts, a "Children's Exhibit and Prize Day," giving prizes for the best collections of native plants or mosses, for reports of birds observed, and for many other feats of observation. There must be camera clubs and photographing of birds and animals and flowers in their native haunts, and sketching clubs, and collections of all sorts of objects. The pocket knife is a weapon of the mind, an instrument of creation and of thought, and must be so developed. There may be most exciting hunting with the camera, and trips of discovery and exploration may be made with bicycles, skis, or snowshoes.

Most country children have too much work to do. If they do not acquire a hatred of nature from finding her so often a step-dame, it must be because their scientific or artistic bias is very strong.

And country children do not always have a playground. They need a sandbox in the yard and blocks and pails as much as city children, and they need them near. To the short-legged child of three or thereabouts a hundred yards from home in mud or dust or slosh is foreign travel.

And they need companions. Distances in the country are great, and there is much hard going. Somebody must organize pretty well if a crowd of reasonable size is to be got together. There is need of leadership, at least to start in their most satisfying form the great games among these children.

Leadership is a problem in the country. Some of it can be supplied by school-teachers. Another method of supply is through summer camps, to which the natural leaders in the villages within a given area are invited, and at which they receive a full and joyful experience in games and sports and in the sporting point of view, to return to their own neighborhoods with an enthusiasm and a technic that will bear results. Such a camp is carried on with much success by Mrs. Charles J. Gamble near Brattleboro, Vermont. There is now need for some millionaire to endow such teaching camps in all parts of this country.

Finally, the country child, like all other children, needs much help during the age of heightened mutual interest between the sexes. There must be university extension in dramatics, such as Professor Frederick H. Koch has blazed the way for in North Dakota

and North Carolina. There must be traveling libraries and traveling art collections and strolling players from the universities; and there must be mobilization of the mothers for social occasions of all sorts, and the other forms of first aid which I shall presently speak of for all our boys and girls in all their various surroundings and conditions.

Health and housing. It is not necessary to insist that to give the child a fair chance to grow up you must not kill him with disease conveyed in milk or water or food or in the air he breathes, or demoralize him with squalor. Housing also must be attended to. There must be legal requirements for both new and existing buildings as to sanitation and light and air, the details constituting a large subject in itself.

Safe roads. Of course the roads should be made safe for childhood. Children, also, should be made safe for the roads and not allowed to commit suicide or give heart disease to unoffending drivers. There should be great radial roads between town and suburb and the open country, and these should invite us out of town, exhibiting in their urban beginnings some samples of the treasures they can show.

Movies and theaters. The roads, however, are not the only places to be made safe. There are the theaters and the movies. I think there has been a great improvement in the latter during the last few years; but, however exemplary they may be made, children should not be allowed to attend them every night.

Little children, say under twelve, should not go at all except to specially selected plays; and children through high-school age should be limited to perhaps one show a week, and that on Friday or Saturday night. Such limitations, however, should not be too rigidly enforced at the expense of keeping the child wholly out of the swim with friends and schoolmates. But the parents should get together—it is only by combination that they can possibly succeed—and have some understanding in their set or neighborhood upon this subject.

Social expectation. The most important thing of all, a matter in which the schools, the churches, and all the parents and teachers should coöperate, is that the community should be spiritually, even more than physically, the sort of place in which a child can grow up into what it is his true nature to become. There must be not only the space but the demand, — the sun to grow toward as well as room to grow. The strongest influence in life besides heredity is social expectation. The sort of thing that the society in which the child lives demands of him, within the limits of his inherited bias and capacity, that he will tend most strongly to become. There is no use in thinking you can let yourself and your contemporaries go, and still save the children. You and your neighbors, with the kind of thing you talk and care about, the business standards you observe, the politics you tolerate, the sort of taste and order your housekeeping reflects, the

nobility or otherwise of your life — in short, your real requirements of yourselves and of each other — are the soil in which your child must grow. You constitute the chief controllable influence upon his life. It is not yourself and your family alone. It is the group and neighborhood, the impalpable social pressure up or down.

Standards. The thing we social creatures care most about is personality. It is what we love in others and what we most desire for ourselves. It is your standing in the community, what you are and are received for as a human being, what sort of currency you have achieved, that counts most in your life; and the enhancement of personality is the world's greatest bribe. Children, like the rest of us, will do their utmost to meet the standard set for them.

In order that your community may set a standard either good or bad it must first exist. The great source of the dreariness and tepid immorality of American life today is the lack of social continuity. Our cities, with their transient population, are like shifting sand, — deserts in which no permanent and healthy plant can grow. A true society, whether it is a neighborhood or a social stratum dispersed among different sections of the city, must have a firm soil of some sort, — a common opinion and interchange of views, and something of acknowledged leadership. The proper definition of a slum is a place without a standard, — a human environment, whether among rich

or poor, in which a definite social expectation has no basis for existence.

For the formation of a consistent social soil there must be common interests and something of a common life. There must be community and group occasions, meetings for political and business purposes, combinations for the securing of local improvements or the conduct of coöperative undertakings. There must be local celebrations and meetings of a purely social sort. The hotel-guest nature of our city population can be overcome only by vigorous and conscious measures for the formation and maintenance of social life.

Especially important, and a matter of first concern to any true society, will be the standard among the young people who have just graduated from school and who set the pace at social gatherings. To the boys and girls of the next younger group — those who are still in the high school but have begun to take an absorbing interest in each other and to go to parties — these dazzling creatures who seem to them to have graduated into real life and to be its great exemplars are the heroes and heroines of romance. They are the Arthurs and Galahads, the Guineveres and Isolde, the glass of fashion and the mold of form to their immediate successors. And what affects the high school affects the whole children's world.

So that the most important thing of all that we can do to make our own world safe for childhood cannot

be done directly. Those we would influence can best be reached through this stratum nearest them in age, — this dear, absorbing, exasperating section of society which gives so much trouble on its own account. Our great task is to help these last to find the life, the beauty, and the romance they so ardently and so happily expect, with the greatest satisfaction to themselves consistent with the fewest blowouts and disasters. This important end can be accomplished only by providing them, within the limits of their true desire, with experiences of a thrilling and a common interest.

Social occasions. There must be dances and receptions and social occasions of all kinds carried on by individuals and by churches and other social groups. There must be a sufficiently tense fiber within these groups themselves to insure that a standard, known and instinctively respected, shall be brought to bear upon what happens at their parties and afterwards on the way home. The parents must get together to establish and to help maintain such standards and to decide about the ages at which children shall go to parties, how often and which evenings of the week, and what the hours shall be. No child should be confronted with the alternative of conforming to a vulgar or a foolish fashion or sitting out and being a wallflower and a grouch. To permit such alternative is to deny the opportunity for a normal and a happy life. No person of any age can successfully do his living all alone, but at the age of which we are speaking

such life is even more impossible. To these young people the alternative presented is, Conform or die.

Abdication of American parents. It is everlastingly up to us to do this thing. It is the greatest failure of contemporary society that it leaves the rising generation at the most critical period of life to face its own problems all alone, to confront the world as if there had never been young people or society before, as if the whole problem of love and marriage could be solved to best advantage by each generation for itself without a hint or a suggestion from the experience of this sophisticated old world, which has watched the mating of thousands of generations, as to how the various experiments have worked. It is the abdication of the parents that is responsible for most of the evil that the young people fall into at the present time.

Things to dream and things to talk about. The most important thing of all that we can do for these young folks is to provide them with things to think and dream about, to talk and laugh and quarrel over, and generally to share with one another. There is need, too, of subjects that they can not only dream of but discuss. For, after all, nine tenths of social intercourse is conversation and the mutual exploration of personality that depends on it. If falling in love is to be between two real people and not between imaginary phantoms, it must take place in part through some form of intercourse from which the intellect is not wholly banished. Flirtation bereft of things to talk

about is apt, as illustrated in Mrs. Wembridge's classic *Survey* article "Bullieve Me," to become predominantly physical in its manifestations, with results which—in the drab and squalid atmosphere which they produce, the dust and ashes in which the dream of romance fades away—are even more tragic in their æsthetic than in their moral aspects.

At present, boys find a talking interest in football, girls perhaps in dresses, or in dances and what has happened or is going to happen there. But there is very little mental furniture that girls and boys have in common. There must be found, or made, occasions of some sort in which both are interested,—plays and pageants, league tournaments, and art and music contests. The school centers must not only hold dances but form all kinds of clubs for games and athletics, and have study classes in all sorts of subjects. There must be poetry classes, Shakespeare classes, classes in politics, in sketching and photography, in American versus French art, in the old masters. There should be a class in whoever is the present equivalent of Browning. Churches should give plays, including religious drama, the beautiful art which is being so happily revived. Drama gives something to look forward to,—provides that element of happy expectation without which none of us can live.

There should be a bias toward intellectual subjects,—plays, novels, science, history. For one cannot forever discuss matters upon which all intercourse is

confined to exclamation for all but the trained critics, in whom the habit of analysis has become a vice. These more intellectual subjects require a smaller unit. A pageant may reach a whole neighborhood, a play a whole congregation; but to talk of Shakespeare or the pictures in the art museum you must have a compact and congenial group.

Art and police. There is one thing that I must say in caution. People cannot find life by seeking it. We grown-ups may, as promoters, use art with the direct purpose of promoting health or conscript the Muses as police women. But our children, as artists and followers of the Muses, and we ourselves as their leaders and examples in such pursuits, cannot successfully so use them. Consider the case of Athens as an example — for it seems impossible to speak of what social expectation can do for any group of people without referring to Athens. Here, from a city of about one hundred and fifty thousand inhabitants, not counting slaves, — about the size of Scranton, Pennsylvania, or Worcester, Massachusetts, — there issued, in little more than a single century, about half of the total achievement in art and philosophy that the world has known. Athens produced not a hundred but several million times her quota in the embodiment of human genius. And the thing for us to take to heart is that Athens did not engage in philosophy or art as substitutes for medicine or for police. She gave herself to what the god required, and sought for no reward

but in serving him. Architecture in Athens was building the temples of the gods; sculpture, carving their statues; drama was part of the worship of Dionysus; poetry, an offering to Apollo and the Muses. Not the pursuit of culture, not self-expression, — discouraging and dreadful words, — but service, adoration, was her attitude.

America's opportunity. What Athens was able to accomplish we have a better chance to do. Consider the holidays we celebrate. Chained to her quarter of a million slaves, what occasion could Athens glorify comparable in radiance to our own birthday, with its significance of human liberty? What heroes had she, whose warriors became Persian sycophants, to stand beside Lincoln and Washington and Columbus? Consider the political achievements of our race, — the liberation of the individual in the modern world, such as the great Athenians could only dream of.

The fault, dear Brutus, is not in our stars,
But in ourselves, that we are underlings.

These American sources of inspiration we must open to our children if we would render them our most important service.

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The Playground and Recreation Association of America, 315 Fourth Avenue, New York, has a very large number of publications to meet special needs. A few of them are as follows:

LEE, JOSEPH. *Play and Playgrounds* (illustrated).

A Selected List of Plays and Operettas for Children and Young People.

Home Play.

Suggestions for activities for children and parents in the home and for neighborhood groups.

Rural and Small Community Recreation.

Suggestions for recreation in the home, in family and community groups, and in the rural school, for play, for picnics, for the rural community center, for music and drama, and for organization and leadership.

Suggestions for Community Days and Evenings.

Suggestions for Organizing Community Recreation.

Twice 55 Games with Music.

Singing games and rounds.

Probably re-reading some of the great books, to remind oneself of what youth and childhood and art and sport and science really are, is more important to an understanding of children and what they want than studying the more technical literature upon the subject. I mean especially fairy stories, any stories about children that you really liked, and books so far afield as Shakespeare (or whoever is your favorite dramatist), Milton's "L'Allegro," Michael Pupin's "From Immigrant to Inventor" (so as to remember what science really is), and Robert Henri's "The Art Spirit" (J. B. Lippincott Company, publisher).

Courage, faith, hope, kindness, gentleness; patience, perseverance; punctuality, regularity; accuracy, industry, and application; honor, truth, integrity; sincerity and simplicity, love of work and pride in work well done; unselfish service, sympathy; self-control and self-reliance; duty and obedience; reverence for God, for others, and for all his lowly creatures.

These, the moral and spiritual values of life, we believe, are the fundamentals in education. They are the individual and national qualities of character which have made America great in the past; they are the qualities which are most needed in the citizenship of today; they are the hope of the future. We cannot return to the simple ways of our fathers, but it is still possible under a more complex social order to teach the truths of the past, and to inspire in the children of today these ideals without which the nation cannot fare well. — RANDALL J. CONDON ¹

V

CONTRIBUTION OF RELIGION TO EDUCATION

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What is religion? "A man's religion," said Thomas Carlyle, "is the chief fact with regard to him. . . . The thing a man does practically believe (and this is often enough without asserting it even to himself, much less to others); the thing a man does practically lay to heart and know for certain, concerning his vital relations to this mysterious Universe and his duty and destiny there, that is in all cases the primary thing for him, and creatively determines all the rest. That is his religion."

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Religion is more than a name for devotion to ideals, however high these may be. It includes also interest in their ultimate fate, and belief concerning the disposition of the universe. Religion seeks an answer to the question, What becomes of human ideals and of the persons who cherish them? Its faith is that the structure of the universe is such as to take account of the values that mortals live and die for. Religion conceives the universe as the expression, ultimately, of the will of a God whose character, disposition, and power insure the conservation, in some form, of all values which are fit to be eternal. It is the tragedy of materialism, as William James once said, that it conceives the universe to be at the mercy of its lower, blind forces.

In some form or other, religion is inescapable. Let it be granted that it is easy to neglect it, perhaps even to forget it. One has only to live for the moment, accepting the days as they come, without any too high or passionate devotion, and without worrying his mind about ultimate facts and problems. Yet even such epicurean behavior involves an attitude toward the universe. One cannot live and act in human fashion, conceive purposes, make decisions, and feel obligations, without a tacit assumption either that the universe has moral character or that it has not. Each new choice of a course of action constitutes a decision, unconscious though it may be, either to live as if one had a destiny or to live as if one had none.

The faith of America. America has a great religious heritage. Our forefathers were not only men of loyal purpose and obedient to duty ; they were mindful of eternal destiny. The great majority of those who have crossed the ocean to people this land have been men and women of religious conviction, and many of them came to America in order that they might have freedom to worship God as conscience bade them.

America is a land of religious freedom. In 1776 the Legislature of Virginia unanimously adopted, as part of a Declaration of Rights, the following article, which had been prepared by Thomas Jefferson: "That religion, or the duty which we owe to our Creator, and the manner of discharging it, can be directed only by reason and conviction, not by force or violence, and therefore all men are equally entitled to the free exercise of religion, according to the dictates of conscience; and that it is the mutual duty of all to practice Christian forbearance, love and charity, towards each other." The Constitution of the United States provides that no religious test shall ever be required as a qualification to any office of public trust, and forbids Congress to make any law respecting the establishment of religion or prohibiting the free exercise thereof. America has no state church. Its citizens cannot be compelled to support the institutions of religion or to attend religious worship ; neither can they be restrained from the free exercise and expression of religious belief, so long as they

do not interfere with the rights of others or threaten the peace and safety of the State.

One result of this religious freedom has been the perpetuation of distinct religious groups and the multiplication and growth of separately organized religious denominations. America has been less of a melting-pot in this respect, perhaps, than in any other. Those of Jewish birth have here, as in all lands, retained their ancient faith, and Catholics have been loyal to their Church, which has grown mightily in this country throughout the last hundred years. Protestant groups also have maintained their separate heritages. The Congregational churches have perpetuated the Pilgrim and Puritan tradition, and the Episcopal that of the Church of England. Scotch settlers in America established the Presbyterian Church, and Germans, Swedes, and Norse the Lutheran. The German Reformed Church and the Dutch Reformed Church have never united. The Baptist and Methodist Churches have attained their greatest growth in this country, and other religious bodies, such as the Disciples of Christ, have originated here.

Another result of religious freedom has been to make easy the withdrawal from church affiliation or the refusal to ally oneself with any organized religious group. In countries which have a state church, citizenship and church-membership go together, in the absence of positive action to the contrary; here

citizenship and church-membership are entirely divorced. Only those, presumably, who really care to do so maintain membership in the churches, and many are without church affiliation.

Yet the great body of American citizens support the churches and synagogues of the communities in which they live, and considerably more than one half of the population are more or less directly affiliated with religious organizations. It is the judgment of the most competent observers that the principle of religious freedom has strengthened rather than weakened the vitality of organized religion in this country.

Underlying all differences, moreover, America has a common religious faith. Its citizens generally — Protestant, Catholic, and Jew, — worship one God, Creator of all things and Father of men. They believe that His will has been revealed in the life and literature of the Hebrew people, as this is recorded in the Bible. They acknowledge the principles of human duty set forth in the Ten Commandments, in the teachings of the Hebrew prophets, in the Golden Rule, and in the law of love to God and to fellow man. They assent to the ideals, however poorly they may practice the precepts, of the Sermon on the Mount. They hold in high honor the character and teachings of Jesus, though only Christians call him Lord and Savior; they sing hymns and psalms which transcend differences of creed.

The secularization of education. The schools and colleges of America do not afford to religion a place

commensurate with its importance as a factor in our heritage and as an expression of our common faith. A relative secularization of education has taken place within the last hundred years. The public schools, which were conceived with a religious purpose and in the earlier days taught the Bible, the catechism, and the principles of morality and religion, now almost wholly omit religious teaching, and grant to religion such recognition only as is involved in the custom, in some states and communities, of beginning the day's work with the reading of a brief selection from the Bible and the recital of the Lord's Prayer. Private schools have largely followed the lead of the public schools in this respect, with the exception of those schools maintained by religious societies for the express purpose of affording to their children an education which includes religion. Even with respect to moral instruction and training, both public and private schools have come to rely chiefly upon indirect methods which are all too often haphazard.

This secularization of education has been incidental rather than purposed. It has been a by-product of the working out of the principle of religious freedom. Not infidels or atheists have been responsible for it, but professedly religious people, each speaking and acting in the interest of his own particular system of religious belief. It is because the various religious groups have chosen to emphasize their differences of dogma, rather than their common faith, that the State has been

compelled, in its provision for education, finally to assume a position which practically ignores religion. Whenever a minority, or even an individual, has chosen to object, on what are averred to be conscientious grounds, to any religious element in the program or curriculum of the public schools, that element has forthwith been eliminated, and no other religious element has taken its place. The result of nearly one hundred and fifty years of this process has been to strip the public schools almost completely of direct religious teaching and religious worship. Just recently, in one of our great cities, formal objection was made to the observance of Christmas, in any form, by the public schools; and the objection failed to be sustained only because the superintendent of schools was able to point out that the Christmas tree, the Yule log, and the mistletoe have a history, among the Teutonic tribes, which antedates the Christian era. The public schools of that city may still take note of Christmas because, forsooth, it is a pagan holiday! because the religion with which certain of its symbols were once associated has been so long dead that no one can object to it!

There is, of course, another side which should in justice be pointed out. The most potent religious influence in the life of any school is to be found in the moral and religious character of the teacher. The public schools of America, in spite of their secularization, are not irreligious, because their teachers are

almost everywhere men and women of strong moral character and of definite religious conviction. Without the direct teaching of religion these teachers, by the character of their discipline and by the spirit which they maintain in the life of the schools, have been and are of profound influence in determining the character of American boys and girls.

Yet the present situation is fraught with danger. The omission of religion from the program of education imperils the future of religion among us, and, with religion, the future of the nation itself. Our children cannot but notice the omission and mark the discrepancy between the elaborate provision which we make for their education in everything else and the poor provision which we make, when we make any at all, for their education in religion. Even though neither we nor they may be fully conscious of the fact, impressions are being made which will operate inevitably to discredit religion in the minds of children as being relatively unimportant, or irrelevant to the real business of life, or intellectually negligible, or a mere matter of personal taste or preference.

The danger is but increased by the growth of the public schools and the enrichment of their curricula. As these schools enlarge their scope the negative suggestion becomes stronger. When the schools concerned themselves with but a fraction of life, as they did as late as a generation ago; when they did little more than drill children in the clerical arts and

transmit to them a meager conventional heritage of book knowledge; when much, often the larger part, of education was obtained outside of the schools, it was of little consequence if religion was omitted from their program. But today the schools are taking on the dimensions of life itself. We are relying upon them not only to impart to children the new knowledge and power with which the progress of science, invention, and discovery is so richly endowing our time, but to afford to them much of the sense experience, motor training, and moral discipline, the educative contact with things, and the opportunities to handle and make things, to work and to play, to bear responsibilities and to share in group activities, which under simpler social conditions were afforded to children by the incidental activities and contacts of everyday life in the home and the community. The fact is that these schools provide for the education of children in practically every other sound human interest except religion. The omission, by such schools, conveys a powerfully condemnatory suggestion. The very vitality, efficiency, and educative richness of the present school system constitute a source of increased danger to religion, so long as these schools give to religion no more effective recognition than they now do.

The essential relation of religion and education. Ideally religion and education belong together. Historically they have always been associated. Chap-

man and Counts, in their "Principles of Education," are right in their judgment that the exclusion of religion from the program of the schools "is as unfortunate as it is surprising."¹ The result is that "people are therefore given no perspective, no balance, no breadth of understanding, no depth of insight, no basis for a stable and calm appraisal of the fortunes of life."²

Education needs religion. The heritage that it transmits is incomplete, and the equipment for life that it bestows is defective, if religion be lacking. Education falls short of its full end if it fails to develop those qualities of reverence, loyalty to principle, responsibility, and good will which enter into the making of moral character. Moral character is most surely established when it is undergirded and sustained by convictions respecting the constitution and character of the universe, and the stability of moral values therein, which are essentially religious.

Religion needs education. It is possible, as Horace Bushnell said, for children to grow in grace from their earliest years, never knowing themselves to be anything other than children of God. A religious experience which is tangential to one's education does not hold the same promise of permanence and fruitfulness as one which is rooted in the expanding powers and changing experiences of the passing years; and a

¹ Chapman and Counts, *Principles of Education*, p. 344. *Riverside Text-books in Education*. Houghton Mifflin Company.

² *Ibid.*, p. 356.

religion which is based upon habit and custom merely, without foundation in intelligence, remains in jeopardy of the winds of circumstance, and condemns itself, at best, to ignorance and, too often, to superstition.

The growth of religion in the mind of a child. Children acquire religious conceptions and beliefs, most obviously, from instruction and conversation. They are credulous and suggestible with respect to these as to all other matters. The world is new and strange to them; experience has as yet set no bounds to what is possible or probable. Their dependence upon their elders makes them ready to believe whatever older folk say, and they are often indiscriminating in their acceptance of authorities. A little girl had given expression to some strange ideas about life after death, and when her mother attempted to explain that we have no knowledge concerning the circumstances of the hereafter, she said, "Why, don't you know that, mamma? Susan [a maid] knows all about it."

Children soon begin, however, to discriminate between those whom they can fully trust and others who do not know as much or care as fully. And they begin, too, to make inferences and raise questions as they seek to draw the line between fact and fancy, to sort out their experiences and to put their world together into some sort of understandable order. Their logic, moreover, is generally direct and sound. They sometimes draw conclusions that seem to us queer, and say odd things; but their difficulty is

with the limited experience on the basis of which they reason, not with the reasoning itself. "Who made God?" and "Is Jesus just a story like Santa Claus?" are questions which most parents hear at some time or other. It was a three-year-old who asked, after he had been told that God could do anything, "If I had gone upstairs, could God make it that I hadn't?" A seven-year-old, whose grandmother said God would not take care of him if he did not say his prayers, replied, "Well, He did." A ten-year-old came with a query that will puzzle anyone if the premises are to be granted: "Mamma, God must have known that Adam and Eve would eat that apple, and they couldn't help doing it if He planned to have them do it. So why did He blame them?"

It is sometimes argued, in view of children's questions such as these, that children ought not to be told anything about God, and that all religious instruction should be postponed until the years of adolescence. That would be a mistaken policy. It fails to take account of the fact that the reasoning of children, on the basis of their limited experience, leads to like odd inferences and queries in all other fields, and of the further fact that most of the mistakes which they make and troublesome questions which they raise in the field of religion are due to mistaken or inadequate teaching on the part of their elders. Two of the questions just quoted, for example, reveal the inadequacy, if not the error, of the original teaching; while the

grandmother may have meant well, she tried to impress upon her grandchild a notion which is positively untrue. If we only had more sense ourselves, it would not be so difficult to teach our children! The policy of postponement, again, fails to take account of the fact that if children are not helped to gain true ideas of God and of His relation to human life, they will pick up wrong ideas — garbled, distorted, and not understood — in indirect ways and from all sorts of sources. Such a policy, finally, fails to take account of the fact that to ignore God and to insulate a child from religious influences throughout his most impressionable years, if it could be done, would be to educate him away from God. Only positive atheism can consistently follow such a course.

We must not forget that instruction and conversation, while the most obvious roots of a child's religious convictions, are yet the most superficial. Life lies deeper than words. "Language has no meaning," said Horace Bushnell, "until impressions are begotten in the life of experience to give it a meaning." A child's religious impressions give content and meaning to what we tell him about God.

The impressions which are of most importance in shaping a child's religion are of three chief sorts. First, there are the impressions which he receives from association with his parents and other older folk in moral and religious behavior. Too many homes are double-minded. The parents say one thing and do

another. They instruct their child to tell the truth, then lie about his age when they have to pay fare for him on a railway journey. They send him to Sunday school to acquire religion while they stay at home and read the Sunday paper, or at best tune in by radio on a church service somewhere and quit listening when the anthem has been sung. They tell him to be grateful to God for the good things of life, then never think to thank God at table or in family worship.

Second, a child's impressions of nature have much to do with the development of his religion. He responds to nature, as men have in all ages, with awe, wonder, reverence, admiration, curiosity, thankfulness, and a sense of security and fellowship or with feelings of fear and loneliness. There is a striking account of the elaborate mythology which a deaf-mute orphan waif, left quite to himself and without adult influence in this respect, worked out to account for the world about him. Helen Keller has written, with unforgettable simplicity, of the beginnings of religion in her life, and of her happiness when Phillips Brooks explained to her about the Heavenly Father.

The third group of impressions are the most vital of all. They are those afforded by the child's social experiences, in relation to the various folk of all ages, from the parents outward, with whom he comes in contact. The experiences of being loved and loving, of being cared for and trusting, of caring for others,

of bearing responsibility, helping, sharing, and co-operating lie at the deepest roots of the moral and religious life.

Horace Bushnell recorded his conviction that "more, as a general fact, is done, or lost by neglect of doing, on a child's immortality, in the first three years of his life, than in all his years of discipline afterwards." Dr. Edward Lyttelton, writing from long experience as headmaster of Eton, states his judgment that the direction of the character of most boys is settled in the first eight years of life. The whole trend of modern psychology is toward increased recognition of the importance of the early, impressionable, formative years of childhood.

What to expect of the public schools. We cannot expect the public schools to do the whole work or even to undertake a major share of the religious education of American children. This is for two reasons, which the preceding discussion has made clear: first, because a complete religious education could not be offered by the public schools without transgressing the principle of religious freedom; second, because the growth of religion in the mind of a child depends upon a multitude of factors too intimate and too pervasive to be embraced within the limits of organized, formal schooling.

We may expect the public schools to do more in the way of moral and religious education than they have been doing, however. They can take steps to offset

or wholly void the negative suggestion involved in the present situation. They can undertake the moral education, including both moral instruction and moral training, of the children they teach, by methods more direct, definite, and vital than they have been using. They can aim at a citizenship which is founded upon character. They can realize that they have no monopoly of the time and energy of children, and they can afford to the work of the churches and synagogues for the religious education of their children a degree and sort of recognition, either by the granting of credit or by the adjustment of time schedules, that will help the children to realize that religion is a part of the community's total provision for their education, not a mere bit of embroidery tacked on by a few enthusiasts. They can, in all their teaching, manifest due reverence for God and respect for religious beliefs. They can understand that the principle of religious freedom is designed to protect, rather than to destroy, religious belief, and that it gives them no right either tacitly to suggest or actually to teach irreligion.

What to expect of the churches and synagogues. We may expect the churches and synagogues to conceive their relation to children in educational terms rather than in terms merely of social suggestion or mass-meeting enthusiasm. They should realize that they are responsible for a share of the education of American children, and they should undertake to maintain church schools for the teaching of religion

that will match up in point of educational efficiency with the public schools, and will appear to the minds of the children themselves to be the correlate and complement of the public schools. This many churches and synagogues have already begun to do. This purpose lies back of the present widespread movement toward better religious education through graded Sunday schools and week-day schools of religion.

Some religious bodies, notably the Catholic Church, believe that the whole of the child's formal education should be committed to schools organized and conducted under the authority of religion. That the freedom to establish and maintain such schools is involved in the constitutional guarantee of religious freedom was made clear by the recent decision of the Supreme Court declaring unconstitutional the Oregon law which would have compelled parents to send their children to the public schools. On the other hand, most Protestant and Jewish groups choose to rely upon the public schools for the general education of their children, and undertake to complete their education by sending them, for a certain number of hours in each week, to church or synagogue schools of religion.

The movement to establish week-day schools of religion in addition to the Sunday schools which have long been a feature of American life is spreading rapidly. In some cities time is granted out of the schedule of the public schools for their work; in

others they are conducted before or after public-school hours. It seems clear that the movement is destined to bear permanent results, and that ultimately week-day sessions of the church schools will, as a general rule, be granted a reasonable portion of time from the public-school schedules. But a demand for time is not the first consideration; churches should begin by making sure that they have a program and curriculum of sufficient educational value to justify a grant of time.

We may expect that the churches and synagogues will approach one another in mutual understanding, and will coöperate, more largely and more responsibly than they have hitherto done, in a common educational purpose and policy. They must cease that overemphasis upon differences, to the neglect of their common faith and aspiration, which has been responsible for the present situation. It is because we have in America, not the State and the Church, nor even the State and a group of coöperating churches, but rather the State and a hundred disagreeing churches, that it has been necessary for the State, in the fulfillment of its educational function, to pass the churches by. Let that situation cease, let the various religious bodies agree on an educational policy with respect both to their own teaching work and to the sort of recognition that they desire religion to be afforded by and in the public schools,—let them do their share of the education of children in a way that merits

recognition, — and a fit measure of recognition is made possible and will almost certainly follow. Fortunately, in some communities such a movement is well begun, and we have come to see that folk of Protestant, Catholic, and Jewish faiths can, after all, agree upon certain practical principles of educational policy which make possible the religious education of the children of each group without infringing upon their several rights or transgressing the principle of religious freedom which is embodied in our national Constitution.

What to expect of the parents. In no respect does the education of children depend more directly or more largely upon the life of the family in the home than in respect to moral character and religious faith. This has been made clear by our discussion of the factors determining the growth of religion in the mind of a child. Moral and religious education can never be committed wholly to schools, however well organized and wisely conducted these may be.

The family is a school of character. It is a little group of old and young, mature and immature, living together in mutual affection, placing personal values first, constrained by the manifold contacts of daily life each to have regard for the things of the other, always giving and receiving service, with opportunities for helpfulness, unselfishness, and even self-sacrifice, so constant as to make of these a matter of course. What finer soil for the virtues could there be? What better field for the development and exercise

of those qualities of character which the world most needs in its larger social relations?

The family is a school of religion. Both the Jewish and the Christian religions are based upon the relations of family life. God, we believe, is our Father, and all men are brethren. Do we realize that our children's understanding of these familiar teachings depends upon the quality of our own family life? It is the privilege and responsibility of the father and mother to interpret God to their children in terms of their own disposition and character, and so to direct the spirit of the family that it may fitly serve as the type of all good social living.

America needs parents who refuse to drift with the tide of materialism or to be overcome by the centrifugal forces which are working toward the disintegration of family life. It needs parents who take time to live with their children, to work and play with them, to talk, read, and study together with them, and to worship with them as a family group.

The need for teamwork. No part of the education of our children calls for more teamwork than this, — teamwork between home, school, and church, and between parent, teacher, and minister of religion. It must be a teamwork, moreover, that goes deeper than the mechanics of organization and time schedules. It must express our wholehearted and sincere devotion to those eternal principles of truth and right which are our common heritage and our common faith.

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PART II. ORGANIZED COÖPERATION OF
HOME, SCHOOL, AND COMMUNITY



PHOEBE APPERSON HEARST

Co-founder of the National Congress of Parents and Teachers, through whose philanthropic interest the organization was supported during the first four years of its existence

Anyone who has become aware of the gulf that exists between our knowledge of the nature and needs of the young, and our practice in the care, training, and education of children, will appreciate the importance of a program designed to organize, interpret, and apply what has been or is being established regarding the requirements for sound physical, intellectual, social, and moral development. — M. V. O'SHEA¹

VI

THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

OBJECTS

- I. Child welfare: to promote child welfare in home, school, church, and community.
- II. Home: to raise the standards of home life.
- III. Laws: to secure more adequate laws for the care and protection of women and children.
- IV. Coöperation: to bring into closer relation the home and the school, that parents and teachers may coöperate intelligently in the training of the child.
- V. Public opinion: to develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, moral, and spiritual education.

The parent-teacher movement has a broad educational purpose. Part I has given a definition of education and an explanation of the contributions which may be made to it by the home, the school, the community, and religion in their particular fields. It is

¹From "The Child: His Nature and His Needs." Permission of The Children's Foundation, publishers.

an important foundation for those who are studying parent-teacher principles and technic.

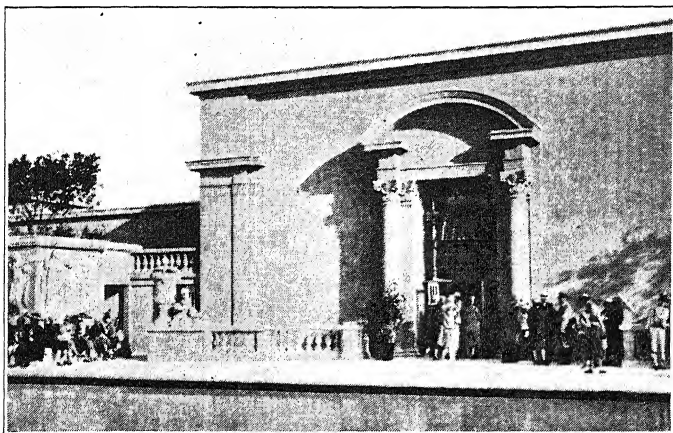
There are scores of local, state, and national associations and agencies which are working to strengthen the educational effectiveness of home, school, community, and religion along specific lines relating to physical and mental health, safety, recreation, child labor, good reading, home efficiency, and character training. But it has been the particular function of the parent-teacher movement not only to call attention to the value of all organized efforts to protect and educate the child, but to coördinate the activities of all, and to provide a channel through which specialized information may reach the individual fathers, mothers, teachers, and other citizens who are most in need of help in dealing with children.

The National Congress of Parents and Teachers, organized in the United States to function in this threefold way, stands unique in the field of education. The purpose of this chapter will be to describe briefly the evolution of its ideals, the form of organization developed to serve its individual members and hold them to a common purpose, and its educational significance.

Congress of mothers. In 1896 Mrs. Alice McLellan Birney originated the idea of a congress of mothers in which the care and training of children might be discussed, to the end that fuller opportunities for child development might be secured and that parent-

hood might be recognized as a profession second to none in importance to humanity.

With the coöperation and financial assistance of Mrs. Phoebe A. Hearst, Mrs. Birney called a conference at the national capital which was attended by hundreds of delegates from every section of the



THE UNIVERSITY OF CALIFORNIA, BERKELEY

A tree was planted here in honor of Phoebe Apperson Hearst at the convention of the National Congress of Parents and Teachers, May 25, 1927

United States and was an overwhelming success. So great was the interest in the discussion of childhood and parenthood that in response to a general demand a permanent organization was formed, to serve as a bureau of information on child training and welfare. On February 17, 1897, the National Congress of Mothers came into being, with Mrs. Birney as its first president. A few years later it was incorporated

under the laws of the District of Columbia. So widespread was the appeal of the idea of a trained parent-hood that within the first year of the existence of the National Congress of Mothers requests came for the organization of state branches.

The interest expressed in the welfare of the child in the home was extended to the child in the school and in the community. Parent-teacher associations, such as were then to be found in small numbers in Pennsylvania, Illinois, and California, where progressive teachers had begun to realize the necessity of educating the *whole* child, were recognized as the logical channels for the development of this interest and were adopted and promoted by the National Congress of Mothers as the expansion of the national movement.

Teachers and fathers interested. This new phase of coöperation in education swept so rapidly over the country that in 1908 the organization altered its name, in recognition of the groups which now began to include teachers and fathers, and became the National Congress of Mothers and Parent-Teacher Associations. This title was cumbersome and unsatisfactory, and in 1924 it was changed to the present form, the National Congress of Parents and Teachers.

The Congress¹ now organizes and accepts groups interested in any phase of the care and training of

¹ For brevity the word "Congress" is frequently used in Part II instead of "National Congress of Parents and Teachers" or its other titles.

children — mental, moral, or physical. It includes pre-school, grade-school and other study circles; fathers' clubs; mothers' clubs; parent-teacher associations in churches, in kindergartens, in grade schools and high schools, and in colleges as well as units operating under other titles but accepting the standards and principles of the Congress. These various types are described and considered in Chapter VIII, "Types of Local Associations."

For the development of its program perhaps the chief asset of the Congress is the fact that it is a national movement with a national policy, reaching, like the sap of the tree which is its symbol, from the main trunk to the outermost leaf. It is not a group of independent units carrying out programs of their own choosing and joining forces to secure the mass effect of numbers for certain definite purposes; nor is it a federation of states banded together to attain some major objectives. Its minor divisions — state branches, district and county councils, and local associations and circles — serve as the agents of the national organization, and are channels through which its policies and methods, its information and inspiration, may be carried to the parent, the teacher, and the citizen, in home, school, church, or community, where they come in personal contact with children.

It is a basic belief of this organization that while much good may be wrought for children in the mass, there is need of some direct means of reaching the

child as an individual; and that if parents, teachers, and all other citizens can be brought to recognize fully their responsibility for his welfare, the level of his general condition will be appreciably raised. That this belief, which has gradually crystallized through more than thirty years of observation and practice, is being rapidly accepted as fact is shown by the astonishing growth of the movement from a membership of less than two hundred thousand in 1920 to that of more than a million in 1928. All those accepting the creed and carrying out the policies of the national organization find that their success is in direct proportion to the fidelity with which they adhere to the principles which are embodied in its program and the objects as set forth in its by-laws.¹

Structure of organization. The system under which this unique organization holds closely together its membership of more than a million men and women in forty-nine state and territorial branches may be thus briefly summarized:

The annual convention. This is the governing body of the Congress, and is composed of the board of managers and a body of voting delegates representing the forty-nine state and territorial branches.

The board of managers. This board is composed of national officers and state presidents, together with the national bureau managers and committee chairmen whom they elect, and it is authorized to carry on the work of the Congress between annual conventions.

¹ See these by-laws in Appendix.

The executive committee. This committee is the servant of the board of managers and performs for it such duties as the board may assign to it, reporting to the board and to the convention and having no independent authority.

The state branch. This is the representative of the Congress in the state, and is pledged to carry out the objects and policies of the national organization.

The district organization. This is the representative of the state branch in the district, and is therefore pledged to carry out the state and national objects and policies in its territory.

The county council. The council represents the state branch in the county and carries the work of the Congress to the individual members in every locality in the county.

The local association. The association unites members to carry out the plans of the Congress and to promote the welfare of the children in its own community.

The individual member. Each member belongs directly to both the state branch and the Congress, and is responsible for the attainment of their objects.

Some of the points mentioned above demand more detailed consideration by the student, in view of the fact that much confusion often arises in the minds of educators because of experiences with associations assuming the parent-teacher name but operating in entire independence of the principles and regulations of the Congress.

Annual convention. The National Congress of Parents and Teachers is, as nearly as possible, a pure democracy. No small, select group controls its policy

or practice. Its laws, its plans, its legislative action, and its elections are determined by a widely representative body known as the national convention and composed of members of the board of managers and accredited representatives from each state branch. While voting and debate on matters of business are limited to members of the board and to representatives, the convention may be attended by any member of the organization, and he may take part in all general discussions and may thus acquire and report to his local unit full information as to the administration of the business and the activities agreed upon. The convention receives full reports from national officers, presidents of state branches, directors of departments, chairmen of committees, and managers of bureaus, as well as from the field and office staff; it also decides the legislative action of the Congress and adopts the resolutions expressing the policy for the coming year.

Board of managers. The board of managers, which meets three times a year, once immediately before the convention, once immediately after the convention, and once about six months later, is composed of the national officers, the managers of the national bureaus, the chairmen of standing committees and committees at large, and the presidents of the state and territorial branches. This body conducts the business of the organization between meetings of the convention, elects the chairmen of committees and managers of bureaus, and passes upon questions of

coöperation with other organizations. It may not reverse any action of the convention and it may not initiate any legislative action. No project involving the outlay of Congress funds may be authorized by the board without the affirmative vote of a certain proportion of its members.

Executive committee. The executive committee, consisting of the officers and the bureau managers, is authorized by the board of managers to perform certain necessary duties and to attend to any routine business which may arise between the meetings of the board. It has no independent authority. Its powers are clearly defined, and should matters outside of its jurisdiction require action, a special meeting of the board is called. The chief function of the executive committee is to discuss and pass upon the plans of work submitted by the national committee chairmen, in order that the program of the Congress may be kept closely in line with national objectives. Since the executive committee includes in its membership the directors¹ of the departments under which all committees are grouped, an intelligent and careful consideration of every proposition is assured. The minutes of the executive committee meetings are sent to all members of the board of managers.

The state branch. The state branch is usually known as "The (name of state) Congress of Parents and Teachers, a Branch of the National Congress of

¹ The directors of departments are vice presidents.

Parents and Teachers," and is the agent of the national organization in the state. It constitutes the channel through which the highly specialized program of the Congress and the valuable information of its expert workers may be carried to all members in the state.

This method of direct communication from the Congress, through the state branches, to its members has appealed to many great national organizations which have extended their coöperation in an unusual degree. The reason for their willingness to coöperate is that the Congress plan of operation makes it possible to get a program through at once to groups of people who are *ready to go to work*.

The Congress has adopted in its by-laws certain general requirements for all state branches, affecting such matters as the following: the conditions under which a state branch may be organized; the numerical strength required; the membership of its board of managers; the voting power in its conventions; the dues paid to the Congress by members; and the extent of its legislative and administrative authority over the local units, — for the state branch may make no regulations which conflict with those already adopted by the Congress. To correspond with the national policy the state branch must be nonpolitical, non-commercial, nonsectarian, in all its relationships. In all matters not covered by the national by-laws the state branch may make such rules as are best adapted

to local conditions and will therefore most successfully secure the development of its program of service. It may also select such special committee activities as are most needed, but each state branch is advised to have a chairman for every line of work in the Congress program, in order that a source of information may be available, even though there may not be a sufficient demand to justify the formation of an active committee on every subject.

State districts. During the early years of the Congress, state boards were fully able to attend to the conduct of the business of the branches, but the remarkable growth of the past few years has made necessary a subdivision of many states, in order that the opportunities of the Congress may be made available for all members.

The district is the first large subdivision of the state branch, and includes all the Congress units within its limits. It may conform in area to either congressional or educational divisions. It is directed by a chairman or a president and is organized like a miniature state branch. The district is the agent of the state in its territory, carries out the national and state program, and holds an annual meeting in order to correlate activities and to bring the local units into closer touch with the wider scope of the work of the Congress. The annual district conferences are attended by many men and women who could not make long journeys to state or national conventions

and who profit greatly by the carefully planned programs of addresses and round tables. The district chairmen, or presidents, are members of the state board, and the district board includes as members the leaders of the county councils.

County councils. As the membership of the district increases, efficient service frequently demands a subdivision of the district into county councils. Perhaps no group in the entire organization has greater opportunities for usefulness than the county council, especially in the largely rural states, where the county is the unit of interest, with its own boards of health, education, and agriculture, its nursing service, and in many cases its traveling library.

The county meetings are more frequent than district meetings, being held three or four times a year, in different sections, so that at least once a year every parent and teacher may attend. Here the local associations and study circles (which make up the council) report progress and discuss local problems. One inspirational talk is usually given by an authority on health, education, or some kindred subject. Projects which would be beyond the powers of one local group, such as field days, traveling libraries, health clinics, dental ambulances, new schools, and recreation programs, have been successfully carried through by a group of local units in a county organization.

Local units. Each of the local associations, or units, is made up of individual parents, teachers, and citi-

zens, who are members of the Congress, obeying the same laws, striving toward the same objectives, bound together by the love of childhood which is the soul of the movement.

Present form an outgrowth. The present form of Congress organization, as briefly outlined, is the outgrowth of a constantly deepening desire on the part of its members to put into workable form the child-welfare ideals of that first Congress of Mothers in 1897. It represents the thought and action of thousands who, during the intervening years, have given themselves to the task of opening to childhood every available help for successful living. It is an expression of the interest of more than a million Congress members in the deep significance of the coöperative method in present-day education.

The educational purpose of the Congress. The National Congress of Parents and Teachers is organized for one purpose only, to promote the interests of children, individually and collectively. It seeks to discover the methods and principles which will enable parents, teachers, and all other citizens to work together continuously for the improvement of all conditions which affect child life. It is demonstrating that in the field of child welfare, as in every other field of human activity, coöperation is the keynote of progress.

The arousing of the public consciousness to the relationship of the three chief sections of the educa-

tional unit — the home, the school, and the community — has been a long, slow process. For many years the National Congress of Parents and Teachers has called attention to the importance of an organized effort on the part of these sections to work together with understanding and singleness of purpose for the all-round development of the child.

Interdependence of home and school. When the child goes to school there are many problems which home and school together must adjust if there is to be educational unity in his life.

1. *Parental education.* An important element in effective coöperation is parental education, in order that fathers and mothers in the home may work intelligently with those trained for teaching in the school, as well as with other experts dealing with children along the lines of health, recreation, safety, thrift, art, and religion. Therefore the Congress program is directed toward securing the following ends:

In every home in America, intelligent, trained parents, alive to their responsibilities.

Organized facilities for the education of parents, and such a recognition of the profession of parenthood as shall influence men and women to fit themselves by study and training for this most important field of public service, the development of the coming generations.

Such an awakening of the nation to a realization of the fundamental value of home care and training — mental, moral, and physical — as will make an ignorant

parent as discreditable to his or her profession as an ignorant doctor, lawyer, or teacher.

2. *Coöperation in physical education.* If physical education in the schools is to be efficient, it must be



WEIGHING AND MEASURING BY THE OAKLEY MOTHERS AND TEACHERS CLUB, CINCINNATI, OHIO

based upon and supplemented by physical training in the home. Otherwise no school health program, however complete in itself, can produce results commensurate with the time, money, and effort involved. It is often impossible for the school to repair the damage wrought by years of neglect and mismanagement at

home, and to erect a permanent structure of good health upon an unsound foundation.

The physically handicapped child increases the cost of the school to the whole community. The pupil who comes to school undernourished, with faulty vision or hearing, with defective teeth, or with other physical ills which unfit him for school work, brings with him a bill of expense to the taxpayers which would probably never have been incurred had his parents been educated to know and to apply the scientific principles underlying the care and feeding of children from birth.

The system of physical education which is coming generally into use in the public schools is a good one, founded both on sound medical knowledge and on an understanding of child psychology. All that is needed is to drive it back into the home, connect it with the excellent system of infant hygiene already in widespread operation, and keep home and school in close contact throughout the school life of the child. "Prevention rather than cure" is a slogan which should appeal to any parent worthy of the name.

In the parent-teacher association, with its supplementary pre-school associations and study circles, is found the only effectual means of securing an all-the-year-round health schedule by which permanent health habits may be established through the recognition by parents, teachers, and children that the health standards of home and school should be the same.

3. *Coöperation in mental education.* In training the mind of the child the home again is first in the field and is a valuable coworker when the school age is reached. Primary teachers agree that the pre-school acquirement of observation, attention, a good vocabulary, and a trained hand and memory would immeasurably lighten their burden in the first trying months of each school year. Yet under the present conditions those four precious, golden "memory years" are largely wasted, for, as Dr. Arnold Gesell says, the most neglected child of today is the child between two and six.

Here, too, the parent-teacher association has its part to play. The parents who, left to their own initiative, would doubt their ability or their leisure to undertake the duty of home teaching, will be encouraged by the magic of "together" and will carry from the pre-school association or study circle the inspiration to attempt what had seemed the impossible.

As the child proceeds in school through the grades and the high school there is no less need of coöperation if the best mental growth is to be assured. It becomes the business of the home to know the school program and to give it every opportunity to function successfully. There is an appalling discrepancy between the home and the school life of the average boy and girl.

4. *Coöperation in character education.* Character education which begins in the school begins six years too late. It must go back even beyond the child in

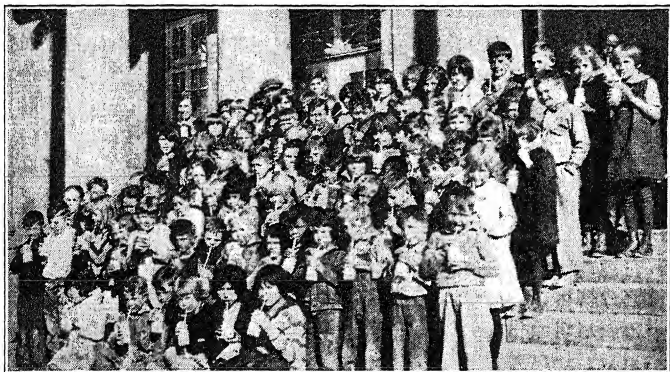
the home. It must begin with the parents. If the home-teachers differ radically from the school-teachers as to what constitutes honor, truth, justice, and civic righteousness, what sort of ideals may we look for in the child who is trained under such a double standard?

Children come to the school with a preliminary equipment of character built up by home training in the most impressionable years, and with this character, modified by possibly ten years of so-called "education," they go out into the community, eventually to found homes in their turn and to carry into them whatever in their learning has related itself to life as they must live it.

The association a ground of common interest. The crying need in education today is a standardization of values, an application of scientific knowledge to the activities of the community, a closer relationship between the theory and the practice of living. The home must become the experiment station of the school. When the substance of school instruction has been demonstrated as a common factor in community welfare, then and then only will education be universally recognized as a vitally essential element in a successful career.

Through conferences of parents and teachers this ideal may be made a reality, and may be developed until it completely covers that "no man's land" which now lies between the average home and the average school. Questions of character training, home

study, proper food and sufficient sleep, social diversion and the use of leisure, are all closely related to the efficiency of the school, but they are beyond its control or even its influence unless the school has linked itself with the home. The parent-teacher association offers the only lasting, practical method by which this



UNDERWEIGHT CHILDREN IN WASHINGTON SCHOOL, WINSLOW, ARIZONA

These children are taking milk provided by the Washington
Parent-Teacher Association

union may be effected, by presenting a neutral ground on which the teachers in both home and school may meet to discuss their common interest, the child.

The community. But children are educated not by the home alone, nor by the school alone, nor by both combined. For five hours of five days a week, for at most nine months of the year, the department of public instruction directs their education. As a liberal allowance, twelve or fourteen hours a day of the

child's life may be set aside as belonging to the home. Even during the school year this leaves five hours a day, exclusive of holidays, in which the great school of the street is in operation. Here the child, of whatever age, meets the wider social forces — public opinion as represented by playmates or by the gang; sports, organized or unorganized; the motion picture; the news stand; and later the dance hall and the automobile. The teacher in home or in school who fails to reckon with these forces fails utterly in the understanding of his duty and opportunity.

The child develops through home membership and school membership into citizenship, and the community is vitally concerned in the quality of citizen that is produced for its service. It is therefore the responsibility of the community to offer the right kind of education and environment. Sanitation, housing, law observance, recreation, entertainment, religion, and civic duty are matters in which, through the force of example, every citizen is a teacher, and in which he requires the assistance of all the constructive elements of the social organization in city or country.

Only by means of the close association and agreement of parents, teachers, and citizens can the ideal community be created and maintained. Without a clear recognition of the need of a systematic combination of these three factors in education there is little reason to hope for an improvement in the present situation. The results obtained where this combina-

tion has been effected through a well-organized and wisely conducted parent-teacher association have given promise of a future wherein education may be carried on as a unit in home, school, and community, and wherein the child may develop as a physical, mental, and moral entity.

Summary. The parent-teacher movement, as organized by the National Congress of Parents and Teachers, *is not* for the purpose of providing a "woman's auxiliary to the board of education."

It is not a crusade to reform the schools.

It is not a lyceum course, offering a series of varied entertainments to the community.

It is not a federation of clubs, in which each club develops its peculiar interest according to its fancy, and unites with others for certain great objectives.

Rather *it is* a great school for parents and for teachers, with one major object, to know the child.

It is a social experiment in coöperative education, carried on according to a single standard in home, school, and community.

It is a demonstration that not only government but mental, moral, and physical reform must be conducted "by the people for the people," and that prevention by the parents will in time do away with the necessity for cure or correction by the state.

It is a proof that the vast, unexploited reserves of parent power, fully understood, intelligently directed, applied through the simple machinery of local inter-

est rather than by the more complicated systems of public-welfare agencies, will accomplish from within that which no external application of civic betterment has been able thus far to achieve.

It is an agency through whose means local conditions may be investigated and improved, the value of education and its tools and its skilled administrators may be made clear to the public, and the findings of experts in hygiene and child development may be brought within reach of the people who most need the scientific knowledge in their profession of parenthood.

It is a great democracy in which all points of difference, social, racial, religious, and economic, are lost to sight in the united effort to reach a common goal, the welfare of all the children of every state in the Union.

Parent power plus teacher power plus citizen power may supply the force which is needed to revolutionize conditions as they are today and to develop new and better opportunities for the citizens of tomorrow.

MARGARETTA WILLIS REEVE ¹

VII

A STATE CONGRESS OF PARENTS AND TEACHERS

Its purpose. A state congress of parents and teachers is a branch of the National Congress of Parents and Teachers and is usually called a state branch.

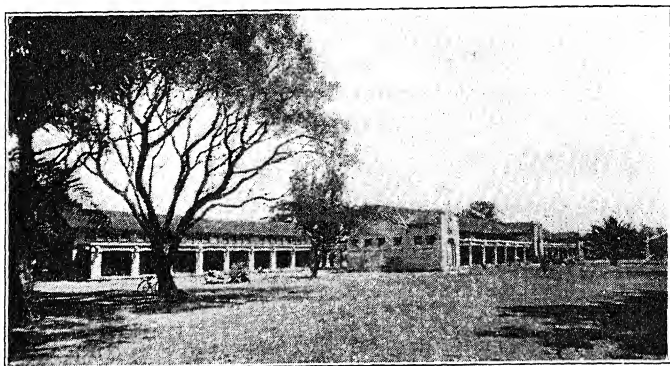
It is organized for the purpose of extending parent-teacher influence within its own boundaries and works directly under and in accord with the national organization. According to the national by-laws the object of a state branch is to promote the objects and interests of the Congress. It is the aim of the state organization to unify and strengthen all interests and forces represented in the individual associations which comprise its membership.

To accomplish its purpose it is necessary for the state branch to keep in very close touch with its local units. This is done through city, county, and district organization; a central office, or headquarters, from which state and national literature is distributed; extension

¹From *Child Welfare Magazine*. Permission of Child Welfare Company, publishers.

service, through correspondence and personal visits by officers and field workers; the publication of a state bulletin; city, county, and district conferences, and state conventions.

In order to be of the best service to its local groups the state branch keeps in close touch with what the



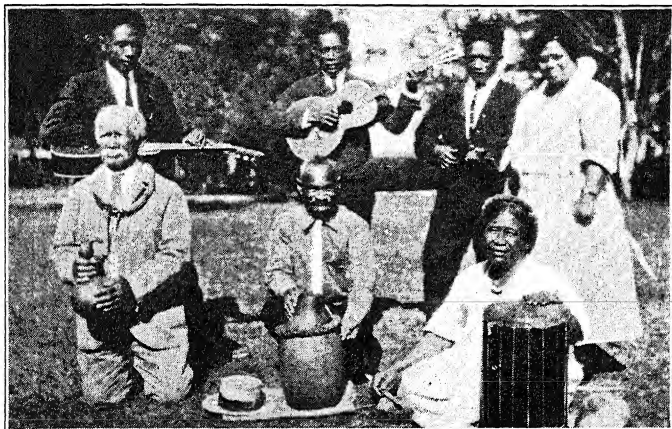
SCHOOLHOUSE AT WAIALUA, HAWAII

The parent-teacher association meeting here is named Ka Liko Lehua, meaning "the budding leaf." Meetings are conducted in the Hawaiian language

national office, national officers, and chairmen of committees are doing for local associations, and acts as a medium of communication between the Congress and its members in the state. It not only carries national and state helps to the local members but sends back to the Congress information as to the problems, gains, and important accomplishments of local units.

When and how formed. When a state has at least twenty local groups, representing at least five hundred

members belonging to the Congress, it may upon application to the Congress be organized into a state branch. All states except Nevada are now organized. Hawaii and the District of Columbia have organizations operating the same as state branches.



A PARENT-TEACHER GROUP AT WAIALUA, HAWAII

The president of Ka Liko Lehua stands at the right of the picture. With her are native musicians, who have furnished the entertainment at a meeting

The organization of a state branch is usually effected by a national representative, who explains the relationship between the state and the national body ; examines the state by-laws to see that they in no way conflict with the national by-laws ; presents the aims and purposes of the Congress and its plan of work ; makes plain its policies ; and in behalf of the national body receives the state into membership. National

annual dues in organized states are five cents for each active member.

Many of the state branches, by incorporating under the laws of the state in which they are organized, have effected stable and permanent organizations.

Membership. The membership of the state branch consists of the members of the local units and such other individual members as may be provided for in the state by-laws. All members of the state branch, whether joining through a local association or as individual members, are also members of the Congress ; state or local membership carries with it national membership.

The membership includes men and women. Any person who is interested in the aims and purposes of the organization, and who desires to promote these purposes, is eligible to membership. It is encouraging to note the large number of men who are becoming active members of the organization and serving as local and state officers or as committee chairmen.

Membership includes people of all creeds, political affiliations, and social positions. It is entirely democratic and based upon the common interest which people have in the development of their own and other people's children.

Organization. The organization of the state branch is on the same general plan as that of the Congress and has corresponding officers, departments, and standing committees. The state committee chairmen work in

connection with, and under the direction of, the corresponding national chairmen, and with them make up the national committees.

The president of the state branch, as soon as elected, becomes a member of the national board of managers, which, between annual conventions, is the governing board of the Congress. The state is privileged to send its president and three other officers, or their alternates, besides one representative for each thousand members, as delegates to the national convention.

The state branch is entitled to receive and send out the national literature which is published for free distribution among its members, and to a reasonable amount of service from national field and extension secretaries.

Board of managers. The officers, the directors of departments (who, if the national plan is followed, are vice presidents), the chairmen of standing and special committees, and the district chairmen or county chairmen usually make up the board of managers of the state branch.

The board of managers meets at least once between conventions, and transacts such business as has been referred to it by the convention and such as has been delegated to it by the by-laws. The filling of vacancies, formulating and carrying out plans of work, and transacting such business of the state branch as may arise between conventions are in general the functions of the board of managers. Some of the

smaller states hold board meetings as often as once a month during the school year.

Executive committee. A smaller body, composed of the officers and several members of the board of managers, elected by that board, constitutes the executive committee, which may act for the board of managers between its regular meetings, and perform such duties as have been delegated to it by the board; but it cannot rescind the action of the board of managers or of the convention.

Districts. For convenience and for the purpose of making its work more efficient, the state branch may divide itself into districts, each district being organized along the same lines as the state branch and working directly under and in accordance with it. The district holds regular annual conferences made up of its officers, committee chairmen, and delegates from local organizations in the district, at which time reports are made and the general welfare of the district is discussed.

Governing rules for the district are made either by the state convention or by the state board of managers. These must be in conformity to the policies of the National Congress of Parents and Teachers. The chairman, or president, of the district is usually elected by the state convention and may or may not be a state vice president.

The district organization has no jurisdiction over the local groups. It is a body for conference and co-operation only and has no legislative power.

Some states are similarly organized by counties as well as by districts. See under "County Councils" in Chapter VI.

City councils. Owing to the rapid growth of the National Congress of Parents and Teachers, and to the consequent need for coöperative effort, associations in towns and cities have, with excellent results, grouped themselves into councils. While the first duty of an association is to its own locality, the united influence of associations in councils becomes a power in the entire community.

When a city or town has three or more associations in membership with the state branch, these units may be organized into a city council whose membership consists of equal representation from each local association. Composed of the most active leaders, the council at all times has a membership deeply interested in the essential needs of the children of the community.

There should be but one council in any one city, but in some cities an additional high-school section is desirable.

The council meetings give the educators and welfare workers an opportunity to present matters of community interest. With all the local associations working together and unifying their efforts many community projects can be carried out which would not be possible if undertaken by one group alone.

It should be remembered that city councils have neither legislative nor administrative rights over the

local associations. No important action should be taken by them without the approval of the state board of managers.

The purpose of the city council is to give opportunity to its constituent associations to compare methods, to stimulate friendly competition, to receive suggestions, and to unite upon lines of work. It is not called upon to duplicate the work of the associations which it represents, but it should function as a real child-welfare clearing house for the community.

Powers. A state branch elects its own officers, adopts its own by-laws, and legislates for its local units, but its constitution, by-laws, governing rules, and policies must harmonize with those of the Congress.

A state branch has the power to determine the amount of state dues and to adopt and execute plans for financing the state work. All individual and local dues for state and national use are sent to the state treasurer, who forwards to the national treasurer the annual dues of five cents for each member of each local organization, 10 per cent of the amount received for state life memberships, and 90 per cent of the amount received for national life memberships.

State office. Some states have established a central office, with a secretary in charge, where the general business of the state branch is carried on. From this office the national and state literature and program material, including loan papers, yearbooks, pamphlets, and lists of speakers are sent to the local organizations,

and in this office all records are kept. Perhaps nothing adds more to the usefulness and growth of the state work than a permanent headquarters. More and more the need is being recognized, and most of the state branches now without state offices are planning ways and means by which these may be established and maintained.



OFFICE OF TEXAS BRANCH OF THE NATIONAL CONGRESS OF
PARENTS AND TEACHERS

A state office presupposes a permanent, salaried office secretary whose knowledge of the work relieves the president, increases efficiency, and eases the break between administrations.

State bulletins. Perhaps one of the greatest agencies in developing the state branch is the state bulletin, a publication issued monthly or quarterly during the school year by the state organization, and known as the official organ of the state branch. In some states the bulletin is sent free to each individual mem-

ber ; in others it is sent to board members and to the president of each local unit ; and in a few states it is sent only upon receipt of the subscription price. The circulation necessarily varies according to the method of distribution. The size of the bulletin varies from a four-page pamphlet in some states to a fifty-page magazine in others.

Financing the bulletin is a problem in most states. A few states have succeeded in solving it by means of advertisements or by placing the bulletin in the hands of a publishing company, whereas others include the expense in the yearly budget. The amount of money received from subscribers, who pay from ten to fifty cents a year, is entirely inadequate to meet the expense of printing and distribution.

In most states the bulletin carries information of general interest to the members, such as messages from state officers and chairmen, interesting news from local organizations, and occasional articles bearing upon child welfare and contributed by authorities on the subjects presented. Altogether the bulletin is a splendid medium through which to disseminate valuable information on the work of the parent-teacher associations of the state, and to call attention to important action taken by the national organization.

Extension service. Besides office service, some of the states maintain a field secretary, whose duty it is to organize and stimulate local associations ; to present the work to interested groups of parents and

teachers in colleges, teachers' associations, and summer schools; and to conduct a general educational campaign throughout the state by means of training classes, institutes, and short courses.

In the interests of efficiency every state branch should be working toward an office, a salaried office secretary, and a salaried field secretary.

Conventions. The life of the state organization, especially in states large in area and membership, may be said to be centered in its convention.

The convention is composed of the officers, the board of managers, and voting delegates from local associations, as determined by the state by-laws. In some states life members are allowed to vote at conventions. The meetings are generally open to all members, who are privileged to take part in all discussions pertaining to the work; but only delegates are allowed to vote.

Reports of officers and committees, recommendations and resolutions, elections, and amendments to by-laws must come before the convention for action. With one exception the state convention is held annually. It is held at such time and place as may be decided upon by the convention or by the board of managers. In some states the month is determined by the by-laws.

When possible, and upon invitation, a national representative attends state conventions for the purpose of presenting and explaining national policies and of strengthening the unity of the organization.

The day sessions of the convention are usually given over to business, round-table discussions, and reports of committees. At the evening meetings there are inspirational as well as informational addresses on subjects of vital interest to parents and teachers.

Perhaps the round-table discussions, if properly conducted, may be called the heart of the convention. The round table is made up of groups of people with a common interest. It is guided by a competent leader and gives ample opportunity to members to ask questions and to present practical and helpful information.

The value of the convention cannot be overestimated. It is here that the work of the past year is checked, the weak places in the organization or program are found and strengthened, plans for the succeeding year's work outlined, new personal contacts made, new leaders discovered, and, most important of all, a clearer conception and broader vision of aims and purposes gained. As a result the delegates go back to their several communities imbued with a greater love for the work, a better understanding of the relationship of the local unit to the state branch and to the Congress, and a stronger determination to make each local unit a standard organization, capable of doing finer things for the on-coming generation than ever before.

Financing a state branch. States differ as to the methods of financing their organizations. States having a large membership are supported in the main by membership dues. Besides the active members of

local groups there may be associate members and state life members. In most cases the associate-membership dues are one dollar annually, and the life members make one payment of twenty-five dollars. States that have developed the life-membership plan have found it a great aid in financing the work. When, however, as in some states, life memberships are paid into an endowment fund, only the interest accruing is used for state expenses.

Other states supplement the fund which comes from membership dues with gifts solicited from interested friends of the organization, called benefactors or contributors. Again, local associations often make special contributions to the state treasury in addition to the annual dues paid by the individual members.

Many states are furnished headquarters free of charge by city, county, or state departments of education or by state colleges. In a few instances the salary of an executive or field secretary is paid by the extension division of a state college or university.

Coöperating agencies. Since the National Congress of Parents and Teachers is primarily interested in the promotion of child welfare in home, school, church, and community, and in bringing into closer relation the home and the school, the state branches find it very helpful to form coöperative contacts with other organizations and institutions having similar purposes and programs. Among the most valuable coöperating agencies are the state departments of education, health,

agriculture, and labor ; the various colleges and universities ; and state branches of national organizations concerned in protecting childhood from physical and moral dangers and in building up strong bodies and mentalities.

Summary. The state branch, then, is organized for the purpose of forming a connecting link between the local unit and the Congress ; of spreading the parent-teacher idea throughout the state, even to the smallest and most remote communities ; of strengthening the local groups and of binding them together for greater service.

This purpose is accomplished by means of a state office, from which is sent out much valuable material ; a monthly bulletin which carries the messages of the state branch and the Congress to every local club ; field service, which provides the personal touch so necessary to the success of the work, makes possible a trained leadership, and secures the coöperation of educators ; annual state conventions ; and district, county, and city conferences.

The task of educating children for individual development, for good citizenship, and for making a living is too great to be left to either the home or the school alone, to either the parent or the teacher working without the help of the other. For its successful accomplishment, it requires the fullest, heartiest, and most intelligent coöperation of school and home, of parents and teacher, to the end that the work of each may supplement and as nearly as possible complement the other.

The child in the school and the child out of school is one and the same child, and those who work for its education in school and out should work intelligently and purposefully to the same end. Ordinarily this is not the case. Teachers and parents work as if two painters attempted to paint on the same canvas without any understanding or agreement as to the character of the painting or the methods to be used, without consultation, and probably without seeing each other. Under such conditions, no one will expect any very great work of art. The education of children is a higher and more difficult art than painting a picture.

I sincerely hope that by this coöperation every school may soon have Parent-Teacher Associations through which parents and teachers may be brought into frequent consultation and intelligent coöperation in the task of the right education of all the children of the school community. Nothing could mean more for the cause of education.

P. P. CLAXTON, *former United States Commissioner of Education*

VIII

TYPES OF LOCAL ASSOCIATIONS

Eight types of associations. The parent-teacher movement includes eight types of associations, all differing somewhat in membership and methods of work. Some of these associations are devoted to the interests of children within certain age limits, while others are working for children of all ages. According to the purpose of each type of association the membership includes mothers only, fathers only, mothers and

teachers, fathers and teachers, or mothers, fathers, teachers, and other citizens.

The different types in membership with the National Congress of Parents and Teachers are briefly described under the following heads : pre-school association, parent-teacher association in elementary schools, parent-teacher association in high schools, mothers' club, fathers' club, study circle, parent-teacher association in churches, parent-teacher association in colleges.

The pre-school association. The average young mother comes to her task of child-rearing in blank ignorance, because she has not chosen it as a vocation and therefore has made no preparation for it. Parenthood is acknowledged to be the only important profession in the world for which no preparation is demanded.

The object of the pre-school association is to give to mothers of children below school age an opportunity to study, in the intimate company of others who are in the same situation, the problems which assail them at every hour of the day and night with bewildering rapidity. Mothers want to know about such things as nutrition ; how often and how long a baby should be allowed to cry ; the earliest moment for discipline ; how soon a baby should walk and talk ; signs of deafness or defective eyesight ; open-air sleeping and how much sleep ; healthful clothing ; obedience ; vanity and precociousness ; how early a child should learn to read ; how to detect contagious diseases ; and an infinity of other perplexing questions.

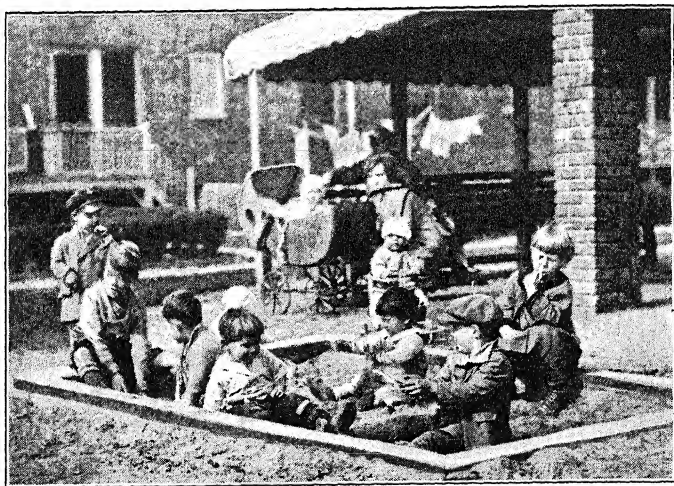
With a textbook (or a shelf of them) as a basis of study, the pre-school association in friendly, informal, untrammelled discussion derives information which is of the greatest value to the inexperienced mother. The social value of the pre-school association is not to be underestimated. Every neighborhood is full of young married people who have left their friends to go into a new business environment. They are often pitifully lonesome and find the atmosphere of the association one of friendship and helpfulness.

The meetings of the pre-school group may be more frequent than of associations connected with the schools and are best held at the homes of the members. The associations should be organized with officers and a program committee, in order to keep discussions in a profitable channel, and the best possible leadership should be secured for them.



THE LITTLE HUMAN PLANT WHOSE
PRESENT AND FUTURE WELFARE ARE
VITALLY IMPORTANT

More and more the young father is becoming interested in child study, and he should certainly be eligible to membership in a pre-school association. One group of busy mothers and fathers have for five years been meeting every Sunday evening at the houses of



A BACK-YARD PLAYGROUND

Courtesy of the City Housing Corporation

members, to inform themselves about the needs of their children and how to meet them successfully.

A pre-school circle, unlike the pre-school association, is a section of the elementary-school parent-teacher association, which appoints a chairman from its own membership to take charge of the circle. Members of the parent-teacher association who have children of pre-school age, as well as children in school, will

naturally form the nucleus of the circle and will make it their business to find other members among the young parents in the school district whose children are below the school age. The meetings may be held at the schoolhouse an hour earlier than the regular parent-teacher meeting, or they may be held on another day, either at a home or at the schoolhouse. Very successful also is the plan of holding a weekly meeting in homes and a monthly meeting in the schoolhouse. This meeting may be held in connection with a parent-teacher association meeting or separately.

One city recently reported thirty-nine active pre-school circles, and another the establishment of nine baby-health centers. Many parent-teacher associations make a special feature of pre-school programs.

The parent-teacher association of the elementary school. When the child enters the school the functions of the home in character-forming and teaching are partially transferred to the school, and in most cases too great a proportion of these functions are given up by the parents. These two chief institutions between which the child spends the most of his time, the home and the school, must coöperate to a very large extent if the child is to be adequately educated.

In the days when the teacher received a large part of his stipend in "boarding round," a system full of disadvantages to him, there was great value in the close association of home and school thus formed. The

parents knew the teacher and his peculiarities, and the teacher saw his pupils in their family surroundings, thereby gaining a knowledge of the conditions which formed their mental and physical habits. The parents went often to the schoolhouse, because that was in many cases the only neighborhood social center.



SOMETIMES THERE ARE OUTDOOR MEETINGS AND PICNICS

This is a favorite spot for parent-teacher meetings in Santa Cruz, California

The parent-teacher association in the elementary school is designed to revive this close contact and to serve as a bridge over the chasm which the years have developed between the home and the school. Communities now support many different churches, clubs, lodges, and other exclusive groups, but here in the schoolhouse all the parents of all the children, regardless of social and religious lines, meet and discuss the

problems common to all. Every adult person in the school district who is interested in children's welfare is eligible to membership, and the dues are always small in order that none may feel excluded.

The program deals with the problems of the school, physical, financial, and academic, always inquiring but never interfering. Right and wrong methods of discipline, the kinds and amount of social life for young children, health education, moving pictures, recreation, class and home study, are all excellent topics for discussion. It should be kept in mind that the whole object of the association is *child welfare*, and the program must deal entirely with that subject.

The meetings of the elementary-school or grade-school associations are usually held at the schoolhouse once a month during the school year, with at least three of them in the evening. If there is no adequate lighting in the schoolhouse, perhaps the first work of the group should be to have it supplied. Refreshments, such as tea and wafers in the afternoon or coffee and doughnuts in the evening, add to the value of the social hour after the program, when parents and teachers and neighbors chat together and become acquainted with one another.

With a growing membership among fathers there is a decided tendency to hold all meetings in the evening and to assign offices and responsibilities to both men and women, whether parents, teachers, or interested citizens.

The parent-teacher association in high schools. The high school of today is more advanced in its curriculum than the college of two generations ago, and the corresponding social life is vastly more stimulating and complex in its problems than that of even one generation past. This condition plunges the parents into a perplexed anxiety that finds expression in a general condemnation of the school system, of the individual teachers, and of the children themselves.

Parents reared in academic circles cannot understand why Latin and Greek are no longer required subjects, whereas those with a slight educational background fail to see why their sons and daughters, about to go into business life, are compelled to spend years on cultural subjects. Others, who long to see their children occupy a better social position than their own, are suspicious of such innovations as the junior high school, on the ground that it is "designed to make a race of factory workers."

These questions are all satisfactorily answered and contentment is gained when parents go often to the high school, talk with teachers and principal, and observe classroom work.

The social life of the present-day adolescent is so overstimulated by the conditions in which we are living — conditions made not by the adolescents but by the adults — that only the wisest parents are able to cope with it; and no parent can cope with it successfully without the coöperation of all the others.

Commercialized amusements, such as moving pictures, pool rooms, dance halls, and supper clubs, are hardly more dangerous than the family automobile, unchaperoned school dances, sorority and fraternity parties. All these, coupled with the astonishing freedom of thought and courage of action and expression which characterize the youth of today, produce a situation that calls for the combined consideration of the whole school community.

The solution of our problems lies in the high-school parent-teacher association, where all these vital subjects may be discussed, and where standards may be established.

The plan of this type of association in a large city school is somewhat different from the plan in small towns. In the city-school association it is suggested that four sections be formed, composed of the mothers of each class and called freshman, sophomore, junior, and senior, and that they hold separate meetings in the afternoon with teachers at the schoolhouse. For discussion of topics of universal interest these sections may combine at least three times a year for an evening meeting with the fathers.

In a small association, fathers, mothers, and teachers usually meet monthly in the evening at the high-school hall.

The senior dance or banquet is often developed by the high-school association, one of whose functions is the careful but friendly chaperonage of all school dances.

In all its activities the association must make it particularly clear to high-school students that it exists solely to give them a better chance to develop and to be successful in their life work.

Margaretta W. Reeve says :

The parent-teacher association which provides and serves class spreads, makes costumes for dramatics, offers cups for scholastic as well as athletic competition, and secures equipment for school projects will find itself at the end of the first year no longer in a debatable land, but firmly entrenched behind those barriers which faced it so frowningly twelve months before.

The mothers' club. There are many questions which seem too trivial or too intimate for discussion in a general parent-teacher association meeting which are nevertheless extremely vital to the work of the mother. The dress of school children, unfortunate social or personal habits, methods of cooking unpopular but essential-to-growth foods, children's parties, with emphasis on games and chaperonage, are topics which mothers will often discuss freely and to great advantage in a mothers' club.

Another reason for the organization of a mothers' club may be a principal's antagonism to a parent-teacher association in his school (such instances fortunately are rare). A mothers' club may include all the mothers in the district. Members may meet in one another's houses if it is necessary in order to avoid any conflict with the principal. In some neighbor-

hoods it is difficult for mothers to leave home in the evening, and as fathers can seldom meet in the day time the name "mothers' club" is preferred to "parent-teacher association." This type of organization forms itself into a study class, with or without a textbook as



MOTHERS AND CHILDREN ON THEIR WAY TO THE ROUND-UP

The mothers are members of the Oakley Mothers and Teachers Club of Cincinnati, Ohio

a guide. There is a tendency throughout the country for the parent-teacher association to supplant the mothers' club, or for the latter to form a section of the former. Meetings are held once or twice a month, sometimes weekly, usually in the afternoon and in the schoolhouse. Teachers also are members, except when small groups of mothers meet at houses to discuss problems which have to do entirely with home training.

The fathers' club. Certain problems present themselves with more interest to fathers than to mothers, and out of this interest has developed the fathers' club. As in the mothers' club, greater freedom of discussion and greater tendency to decisive action in vital situations have been the rule in these groups. Fathers discuss keenly such subjects as earning and saving, dangers of early smoking, petty gambling, athletics, scholarships, value of business education, school revenue, taxes, and bond issues. From these organizations has resulted vigorous action which has been of great value in the whole parent-teacher movement.

When fathers shall give to school and community affairs the experience and the interest which they now give to business and professional matters, when they shall enter wholeheartedly into the school life of their children, guide them toward a vocation, protect them from modern dangers, and encourage a hunger for the best in life, then conditions will be more ideal for the oncoming generation. To encourage this type of fatherhood the fathers' club exists.

These associations are organized like all the other types, and meet once a month in the school building. Principals and men teachers usually form a part of the membership.

The study circle. Any group of parents, or of parents and teachers, may form a study circle.

The object of their study is the child and the solution of those problems which have to do with his develop-

ment. Although the study circle may cover the same ground as the pre-school association and the mothers' club, it also extends to a study of the adolescent period.

Study circles are usually small in membership in order that discussions may be free and intimate. They are careful in their selection of leaders, meet frequently either at the homes of members or at the schoolhouse, and are organized to carry on efficient work.

The parent-teacher association in churches. In a day of rapidly changing expositions of religious truth it is more than ever the duty of parents to know how best to develop the spiritual life of the child.

The emphasis of the churches has perhaps been laid heretofore on the growth of the soul of the individual hearer of the Word. Because it is imperative for parents to learn how to keep the child's spiritual growth apace with his bodily growth, the parent-teacher association in the churches has sprung into being.

In some cases this group has been a branch of the adult Bible class; in others it has been the outgrowth of the "alumnæ" of the Christian Endeavor Society or the Epworth League. The meetings are held in the church on Sunday or on a week-day evening, with the coöperation of the pastor and the Sunday-school teachers, and with a program concerned mainly with the ethical and religious education of the child.

The usual officers head the organization, which should be conducted with the regularity of the secular parent-teacher association.

The parent-teacher association in colleges. When the youth goes away from home to college, or even if he lives at home during the four-year period, a great gap between the intimacy of the family life and the intellectual freedom of college often results. Students spend months working on subjects of which the average parent knows nothing or in which his educational background inhibits an interest. Four years of this mental alienation, if not counteracted by some combined consideration of parents and faculty, develop a really tragic family situation.

The social life, especially in coeducational colleges, is quite untrammelled, and students who in all their academic work are urged continuously to think freely and independently often carry that same freedom into their social relationships.

Parent-teacher associations in colleges are new, but it is confidently expected that they will be extremely helpful in coping with problems arising from the social and mental separation between college pupils and their parents, and in insuring a safe course for young men and women suddenly separated from home guidance.

Meetings may be held once a month by the parents residing in the college vicinity and by interested deans and faculty members, and the results of the discussions may be transmitted by mimeographed open letters to parents at a distance.

A PARENT-TEACHER CREED

I believe

That a Parent-Teacher Association should be concerned with all problems that relate to the welfare of the child in home, school, and community.

That its great object should be to interest all people in all children and to link in common purpose the home, the school, and all other educative forces in the life of the child, to work for his highest good.

That it should learn first-hand all school conditions and all town conditions affecting the child.

That it should encourage all influences and conditions which make for the growth and safety of the child.

That it should work actively to supply school and community needs by creating a public sentiment which shall favor and provide good teachers, good school equipment, and adequate recreation for leisure time.

That it should give real service to the home by training for parenthood and homemaking, and to the school by adding parent power to school power.

That it should not be a means of entertainment, or charity, or criticism of school authority, but a coöperative, non-political, non-sectarian, non-commercial effort to produce American citizens who shall be strong in body, alert in mind, and sound in character, capable of perpetuating the best which has been developed in our national life.

I believe

That the principles which guide the Parent-Teacher Association are the embodiment of social service, civic virtue, and patriotism. — M. S. M.¹

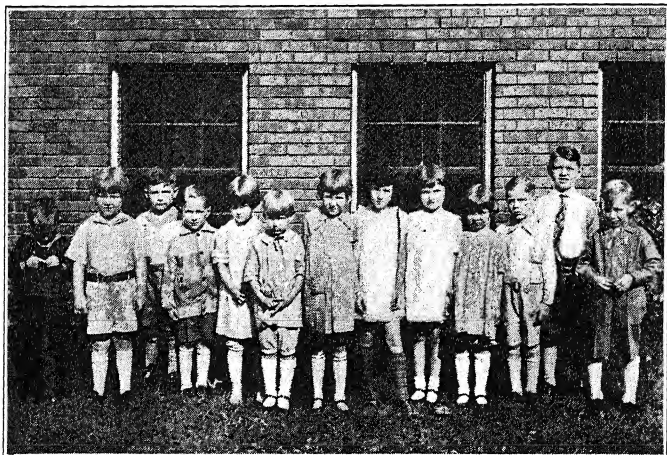
IX

THE LOCAL PARENT-TEACHER ASSOCIATION

The vital unit. It is the child, and his interests, who is "the chief concern of us all" and is the real reason for the existence and growth of the National

¹ From *Child Welfare Magazine*. Permission Child Welfare Company, publishers.

Congress of Parents and Teachers. Therefore the vital unit in the whole Congress is the local association, made up of individual parents, teachers, and citizens who are studying the child and trying to meet his needs. It is the local association which is making the



A GROUP OF PHYSICALLY PERFECT CHILDREN

These children are entering school one hundred per cent perfect because of the Summer Round-Up and the efforts of the Oakley Mothers' and Teachers' Club, Cincinnati, Ohio

contacts between the home and the school, interpreting the school to its patrons, enriching the school, improving the community, and raising standards of home life. Upon the many thousands of these units and upon their correct interpretation of Congress purposes and activities largely depends the success of the whole parent-teacher movement.

The earliest purpose of the Congress was to organize in every state local units to study the child. When a sufficient number of such units had been formed in a state, a state branch was organized, which, with the Congress, became responsible for their growth, for the fidelity with which they carried out the Congress ideals, and for the organization of other local units.

The one important question which the Congress executives are asking is, "How can we be of the greatest help to the local associations dealing directly with the child?" Congress committee chairmen make programs and outline activities with the ultimate object of meeting the needs of local parents and teachers, united for work in associations of many types. The state branch, with its district organizations and county councils, unites the Congress with the local associations, and as far as possible carries to them the information which has been prepared for their help. The real purpose of the city council also is to promote the success of its own local units as they work separately or with the other members of the council to carry out the Congress program.

A distributing station as well as a receiving station. In another way the local association is the vital unit in the Congress, for it is a laboratory where national, state, and local plans are tried and where many experiments are made. It is not only a receiving station, but also a distributing station from which all other Congress members may take messages of successes

and of failures; for we learn by failure to avoid the danger spots, as well as by success to know where the safe road lies. This centrifugal and centripetal action is a never-ending source of enrichment to all those local associations which are active units of the great national movement.

Objects. The general objects of a local association are:

1. To promote child welfare in home, school, church, and community; to raise the standards of home life; to secure more adequate laws for the care and protection of women and children.

2. To bring into closer relation the home and the school, that parents and teachers may coöperate intelligently in the training of the child; and to develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, moral, and spiritual education.

Conditions may vary according to the locality of the association; members may be native-born or foreign-born; the place may be city, town, or country. Many factors must be considered in carrying out the objects of the association, and a selection of objectives must be made. But wherever a group of parents and teachers is sincerely working for child welfare, it will consider at least one of the objectives stated.

The education of the whole child requires:

1. A well-equipped school and superior teachers.

2. A community which is safe, and full of opportunities for normal development.

3. An educated parenthood and high standards of home life.

It is a long-time program which is set for the local unit, but one which, if carried out, will eventually solve many of our social, political, and economic problems.

Parent-teacher association a typical unit. Since the parent-teacher movement has found its greatest development through parent-teacher associations in elementary schools and high schools throughout the country, the remainder of this chapter relates particularly to them, although many of the paragraphs apply equally well to the other types of associations mentioned in Chapter VIII, "Types of Local Associations."

A volunteer organization. One of the strong features of a parent-teacher association is its independent and unofficial nature. Every school system needs back of it an organized, interested body of citizens, free from the control of any individual or group, free to express progressive opinions and to inspire clear thinking on the part of school officials. Only such a volunteer organization can successfully effect an informed public opinion regarding education. Such an organization is the parent-teacher association.

Democratic in spirit. Democracy is an outstanding characteristic of a parent-teacher association. Nothing

can be more democratic than the public-school system, in which children of every race, creed, and social status are given equal educational opportunities. It is obvious that the parents of these children are equally eligible to membership in a parent-teacher association connected with the school which their children attend. A definite effort to draw into membership all types of parents, to appoint them on committees according to their qualifications for service, and to make them feel a part of the association will produce real democracy and the finest results in Americanization.

Nonpolitical. A parent-teacher association has no political ends to serve. The task of giving to the oncoming generation what it needs for its fullest development is so all-important and all-absorbing that party politics are very wisely ruled out. People of all shades of political thinking unite in a parent-teacher association in an effort to secure laws and policies and administrators to protect the child in the community, the state, and the nation, and to open to him opportunities for health, recreation, education, and useful citizenship.

Noncommercial. A local association made up of volunteer workers seeking the best for the child has no commercial objects in view, and the name of a member (according to the national by-laws), in his or her official capacity, may not be used in any connection with a commercial concern or its product.

Many efforts to use the association to promote commercial enterprises are being made. As the movement grows in membership and power great care must be taken to avoid commercial entanglements, which would seriously curtail the good influences which a purely noncommercial group can exert.

Nonsectarian. Members representing all faiths and creeds come together in a parent-teacher association with a purposeful desire to serve the next generation through organized effort in private and public schools. Just as no question of church or creed is raised when it is necessary to call the youth of the land to the defense of the country, so in raising an army of citizens for the protection of childhood there is only one requirement, ability to serve in some capacity in a great national campaign for child welfare.

Coöperation with other organizations. A local Congress unit, made up of representatives of home, school, and community, offers a means through which many types of people may be reached and influenced by coöperating organizations devoted to special phases of child-welfare work. These organizations are keenly alive to the opportunity offered, and are most helpful in providing information, lists of speakers, and literature for the use of local units. Sometimes their own workers serve as chairmen of committees dealing with subjects in which the coöperating organizations are specialists.

Parents as a help to the schools. The local unit is the most direct and near-at-hand means by which parents and citizens may help the school in the educational program, and "no institution in our democracy," says Cornelia Cannon, "needs responsible interest on the part of its citizens more than the public schools."

Some of the ways in which the parents can help the school are thus tabulated by the National Congress of Parents and Teachers :

1. No improvement in school conditions is possible until a strong public opinion approves and demands it.

(No group can so successfully influence public opinion and public-school officials as an enthusiastic, interested group of parents.

No parents can be enthusiastic and interested in school improvements unless they know conditions and possibilities for improvement.

There is no better way to acquaint parents with school conditions and arouse their interest in improvements than through a parent-teacher association which meets regularly to consider such matters.

2. The united strength of a group of parents and teachers is more than double the strength of an organization composed exclusively of either parents or teachers.
3. Full and free discussion of general school problems in a meeting of teachers and parents often solves, without friction, petty individual difficulties.
4. Discipline usually becomes easy when a child realizes that father, mother, and teacher not only understand each other but are working together.

5. Acquaintance with the parents makes possible a more intelligent understanding on the part of the teacher of the children's needs and potentialities.
6. Intelligent understanding by parents of the work and methods of the school usually helps to develop a loyalty among the children, and the teacher's efforts become more fruitful.
7. If parents are in sympathy with the school authorities, desirable reforms are more easily effected, as, for example, simplified dress and chaperoned social events.

Teachers as a help to parents. The help which parents can give to the teacher is well balanced by the help which the teacher can give to the parents through a parent-teacher association.

1. The parent-teacher meeting makes it possible for the spirit of the school to reach the home and to develop its latent talents and interests.
2. The teacher, with her specialized training, may give to parents a new point of view about the child, — his nature and his possibilities, — and the need for a trained parenthood.
3. The programs and discussions at parent-teacher meetings open the eyes of many parents to opportunities and privileges they had never before realized, and to their responsibilities not only to the school but to the home.
4. The understanding of new ways of teaching helps parents to give to their children at home the assistance necessary to supplement and apply the school lessons.
5. A new interest in all progress in education and in all methods of making life safe for children is developed.

Educators interested. For all these reasons educators who are seeking to maintain schools which shall be of the greatest value in training boys and girls to be good citizens are interested in the parent-teacher movement. They believe there can be no great educational system unless the patrons of the school unite with the teachers of the school and work in harmony with school authority to study the whole child in all his relationships to life.

Modern educators are not now considering school education as apart from life but as a means of making better adjustments for life. They are interested in the child even before he is of school age as well as during the school age. They are considering every agency, without as well as within the school, which increases or retards the development of the child. The parent-teacher movement offers to such educators the greatest possible help in the complex problems of modern education. "The parent-teacher movement," writes one educator, "is the most vigorous and challenging educational development of the century."¹

Forming a local association. All homes and all schools have problems. The logical time to form a local parent-teacher association is when parents and teachers come to realize the need of working together in order to solve the problems which relate to the education of children in the home, the school, and the

¹ See also Chapter XIV, "What Educators think of Parent-Teacher Associations."

community. When it is found that children are confused by conflicting standards, — one at home, another at school, and still another in the community, — the time is opportune for those who are responsible for the conditions in which children live to unite and organize their forces, study causes of confusion, and apply constructive remedies if necessary.

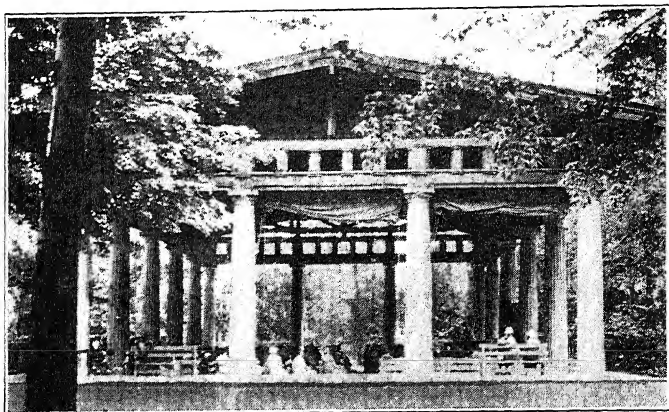
Even if the most normal and satisfactory conditions seem to surround the children of a community, each school needs a parent-teacher association in order that parents and teachers may together study the influence of modern life upon the child, and that they may unitedly go forward toward the next educational goal.

First steps important. The preliminary steps to be taken in forming an association which shall be permanent and successful are most important. They have been studied through a long period of years, and directions for organizing have been formulated which may be obtained through the office of any state branch.¹ The assistance of a state officer or a state field secretary can often be supplied to a group wishing to organize a Congress association.

It is fundamental to success that careful attention be given to the accepted standards of a parent-teacher association (as stated in the national "Handbook"), to by-laws, to the selection of officers and chairmen, and to coöperation with school authorities in planning work.

¹ In the "Handbook" of the National Congress of Parents and Teachers.

Leadership. The important subject of leadership underlies so much that might be said about the choice of officers that a special chapter has been prepared as a guide for organizers. All officers are in different ways leaders; but Chapter XII, "Parent-Teacher



THE HALL OF PHILOSOPHY, CHAUTAUQUA, NEW YORK

A course of instruction in parent-teacher principles and technic
was given here July 12-17, 1926

Leadership," deals particularly with the qualifications desirable in the president of a local unit.

The question is often asked, "Should the president be a teacher or a principal rather than a parent?" The answer is Yes and No, but usually No. The duties of a conscientious, far-looking, progressive president are arduous and time-consuming. They should not, as a rule, be assigned to the busy teacher, whose school duties are by no means limited to school

hours. Parents who have children in school, or citizens without children but with an interest in education, are best qualified to serve as presidents if they possess the essentials of leadership.

Every rule has its exceptions. When a teacher or principal is particularly interested in having an association formed in his school, and is at first the only one who will assume the presidency, he should by all means accept the office until another leader is ready to carry on the work.

Standing committees. Only a few committees are essential to a small, newly formed association. The four committees which are needed at once are for building up the membership, planning programs, securing publicity, and attending to the social part of meetings.

As interests and activities increase, other committees may be formed. It is often possible to give every member an opportunity to serve on some committee in some capacity, according to his interests, gifts, and training. "Every member a working member" is a slogan which, if carried into practice, makes a live, active, efficient unit.

The development of committee work eventually results in finer leadership, better programs, and a more interested and active membership, and opens many avenues of service in the field of child welfare. A large association with many active members should try to carry on through its committees many phases

of work suggested by the national chairmen.¹ This necessitates keeping in close touch with state chairmen of corresponding committees, knowing and utilizing state and national literature, and taking advantage of the helps given through the state bulletin and the *Child Welfare Magazine*, the official publication of the National Congress of Parents and Teachers.

Executive committee. It is recommended by the Congress that each local association shall have an executive committee for the purpose of transacting the business of the association between monthly meetings. This is a wise provision. When the executive committee consists of the officers of the association, the chairmen of the standing committees, and the principal of the school, authority is well distributed. In the interests of real efficiency as well as of real democracy it is not well that any one officer should decide policies, make programs, or assign duties. An executive committee, meeting regularly and attending to matters delegated to it, prevents long discussions of small items of business at monthly meetings, but in no way relieves the association of its control of important policies.

Programs. The life of a local association centers about its program and the activity to which it leads. That program-making is an art not sufficiently studied by the average association is attested by the fact that attendance at meetings is often small even though good

¹ See list of national committees in the Appendix.

speakers are obtained. Many of the failures and mortalities among associations are the result of programs which are prepared by those who have little understanding of the great parent-teacher objects and a limited knowledge of available program material, or who fall back upon speakers or entertainment devices to avoid the trouble of arranging a program. Program-making, whether the duty of the president, the executive committee, or a special committee appointed for that purpose, is the most important cog in the machinery of the local organization.

If vital, timely, and interesting programs are not supplied, the attendance at meetings will diminish and membership will fall off. Few parents are sufficiently familiar with school conditions to appreciate the advantages or the needs of the school. They will develop no interest in the school unless a capable program committee investigates the field, calls attention to the strong features, discovers needs, and presents to the association a plan of action to supply them. Many a parent-teacher association is deadened and paralyzed by the lack of programs calling for a general participation in active, constructive work toward better opportunities for children.

Not only must each program be planned with definite ends in view, but the programs of a year must be so tied together that they lead toward an object to which all the efforts of all the members are being directed. It is something definitely

accomplished during the year which develops the enthusiasm necessary to undertake the next pressing piece of work.

Programs valuable in themselves but unadapted to the membership of the association become stumbling



EXHIBITION OF SCHOOL WORK

It is the policy of the Delaware State Branch to display the work of the children at parent-teacher meetings

blocks to success. They may be too "high-brow," too elementary, too solid, too much given up to mediocre music and entertainment, too unsocial, too dull, or too unrelated to local conditions to develop teamwork, initiative, and the qualities of leadership without which no association can long survive. Unless a program is mapped out with wisdom, tact, foresight, and adaptability a parent-teacher association is

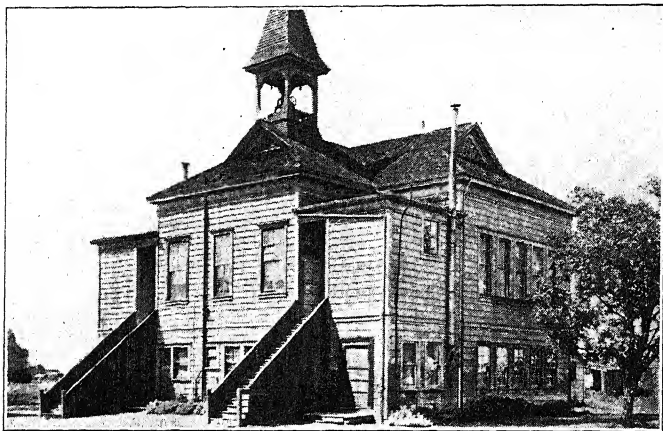
a spineless, disjointed, and ineffective organism whose inglorious finish is only a matter of time.¹

Speakers. Many an association tries to exist as a lecture course. Speakers are secured for each meeting. They come, give their message, and depart, leaving behind them many good ideas but no constructive program to be followed by the members. The lecture course has many competitors. The average town or city offers a galaxy of speakers through other organizations, and the parent-teacher association which relies solely on speakers fails to draw out its members. Even though each speaker has a valuable message and a good audience, his words fall on stony ground unless they apply to needs of individual children or to a real and a recognized need of the school community, and unless they are used as the basis for a definite piece of child-welfare work. The lecture course devoted to dissociated subjects does not produce a feeling of coöperative partnership in a project worth while, and the association dwindles and weakens.

Activities. Parent-teacher members who only sit and listen to fine programs and gifted speakers and "do not as they know" are very much like those who "plow and plow and never sow." Nothing is ever accomplished, so far as the association is concerned, unless, as a result of a carefully planned program, plowing is followed by sowing, and sowing by a vigorous crop of child-welfare activities.

¹ See Chapter X, "Program-Making."

This important subject is further discussed in Chapter XI, "Activities of a Parent-Teacher Association," which should be carefully read by those seeking to know the proper relationship between programs and activities, as well as by those to whom the term



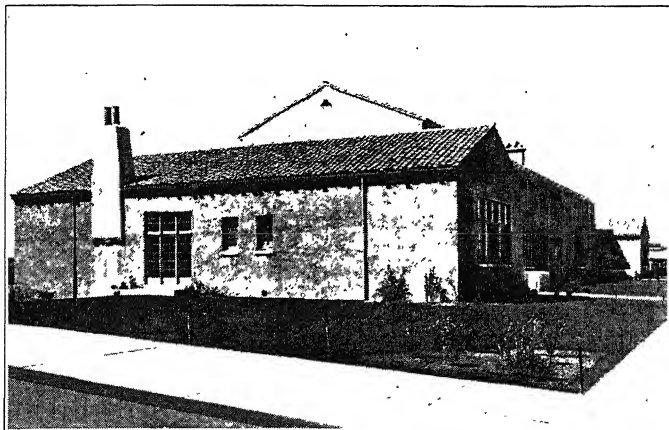
OLD DONNER GRAMMAR SCHOOL, SACRAMENTO, CALIFORNIA

Before there was parent-teacher coöperation

"activities" suggests only the raising of money to buy equipment for the schoolroom and the playground.

The social hour. Long experience has proved the value of the social hour following the parent-teacher meeting. Serving light refreshments tends to break down the barriers of reticence and makes it easy for parents, teachers, and school officials to become acquainted and discuss informally their common problems. During this hour there is an opportunity also for

members to go over the school building, inspect school exhibits, and become familiar with the environment surrounding the children during school hours. Used to the best advantage this social hour has an indisputable value in developing a pleasant, friendly



NEW DONNER GRAMMAR SCHOOL, SACRAMENTO, CALIFORNIA

After there was parent-teacher coöperation

relationship which is the first step in the accomplishment of a really successful child-welfare program.

Coöperation with school authorities. At the very beginning of the life of a local unit it is important for its members to grasp the distinction between operating the schools and coöperating with the schools.

An association which is well informed about the objects of the national parent-teacher movement will not make the mistake of interfering with the school curri-

culum. School boards are elected by the people to appoint superintendents, principals, and teachers, and to have charge of the business of administering school affairs. If a school board proves unsatisfactory, it is entirely within the power of the people *as individuals* to make a better selection when the next opportunity comes. If school matters temporarily go wrong, the parent-teacher association should still continue as a coöperative body, for it has no authority to "run" the school. A controversy about school administration separates members into unfriendly factions, a state of affairs which is entirely opposed to the purposes of the association. An attempt on the part of a few members to induce the association to thwart the school board or principal, to depose a teacher or to reëstablish one not recommended for reëlection, or to bring personal grievances before the assembly, results in bad feeling, lessened efficiency, and possible disintegration of the organization. Construction and not destruction is the watchword of a parent-teacher association.

Dues. Each local association decides the dues which its members shall pay to the local association. The amount should be small enough to permit one or more memberships in each family in the school community. It must be large enough to include the per capita dues required for state and national membership.

The state branch determines the dues which the members of each local association in membership

shall pay to the state branch. The National Congress of Parents and Teachers requires uniform annual dues of five cents for each individual member.

Local dues are usually not intended to cover the expenses of special projects or activities undertaken by the association. They should be sufficient to pay for necessary postage, record books, and similar incidentals.

The local treasurer receives the individual dues and forwards to the state treasurer the amount required for state and national membership. The state treasurer, in turn, forwards to the national treasurer five cents for each individual member.

Obligation of the individual member. The obligation of the individual member to the success of the parent-teacher association has been so well presented by Cora C. Bright that a part of an article by her on this subject is quoted. Mrs. Bright says :

As a matter of fact, nothing is more important to the success of a parent-teacher association than the attitude of its members. With the best and wisest of presidents, the cleverest and most skillful of program chairmen, and the most enterprising and faithful of working committees, it still depends upon the rank and file of its members to make the association a real success.

An atmosphere of aloofness or of hostile criticism on the part of the audience will kill the best address ever made. An indifferent or uninterested reception of a report of work well done will so dampen the enthusiasm of the worker that he is more than likely to curtail his future activities or to give them up altogether.

Unsocial habits, cliques, jealousies, and antagonisms will drown out the fires of interest and devotion more effectually than the hand grenade quenches the starting flame.

The first obligation, then, of each member of a parent-teacher association is a warm, cordial attitude toward the activities of the association. Look upon your president, not as one occupying high office and therefore subject to criticism, but as one who carries the heaviest responsibilities and the greatest burden of work. Give praise to his accomplishments and support his efforts. To your other officers and to the chairmen of your working committees give also full measure of discriminating praise and of coöperation.

To the speakers who appear upon your program you owe careful attention, hearty response, and the courtesy of personal thanks at the close of the meeting.

Warm appreciation of the offerings of school children, through music or drills or plays, which add so much to our meetings, in pleasure and also in attendance, should find expression in hearty applause for the children and thanks to the teacher who took pains to prepare them.

Each member of a parent-teacher association should look upon himself *as a part* of the social committee; instead of chumming with special friends whom he meets constantly on other occasions he should, at the parent-teacher meetings, chat with a group of the newer members, sit with them, introduce them to other members, and try in every way to make it so pleasant for them that they'll come to every meeting.

Attendance at meetings of the parent-teacher association should be a "previous engagement" with every member, not a thing to be set lightly aside for sporadic

affairs of a social or entertaining nature. Regularity of attendance is a tremendous help in building up a worthwhile association.

Another obligation is that of bringing in your full share of new members each year, and still another is taking your turn at service when your time arrives. Your fellow members may be better judges than you of what service you are fitted to render. Don't answer their request with "I can't"; it was just as hard for the others who did it as it will be for you. Say "I'll try" instead, and then try, and never cease trying till the service is completed.

These are just a few of the myriad obligations of members of a parent-teacher association, but they are as essential to the complete success of an association as steel to the building of a skyscraper.

Future of the local association. As the local association develops there is nothing more encouraging than the evolution of its aims and accomplishments. The problems to be solved have become immediate and vital. They relate not to the child vaguely outlined on a distant horizon, but more and more to the one in the foreground of everyday life, in the home, in the school, on the playground, and in the street.

Parents and teachers are beginning so to train themselves that they may lead children on to be worthy home members and citizens of ethical character.¹ In order to reach this goal by means of health, vocational guidance, facility in using the tools of

¹ See Cardinal Principles of Secondary Education, *United States Bureau of Education Bulletin No. 35*, 1918.

education, and a worthy use of leisure it may sometimes be necessary for associations to raise money for material things. But fortunately the purely "equipment stage" of the early association is merging into one which recognizes equipment merely as one means toward the development of the whole child, physical, mental, and spiritual. It is evident that in the future less strength will be spent in rummage sales and carnivals and more in devising ways of safeguarding and training the child. There will be a decrease in the purely entertainment features of the parent-teacher meeting and an increase in the attention given to the study of the nature of the child and his needs. There will be less criticism of the school and the home and more sharing of responsibility for their success.

These are tendencies in local associations which the National Congress of Parents and Teachers is encouraging and fostering all over the United States, and which make the parent-teacher movement potentially one of the most constructive forces in the world today.

Elements of success. The success of a local parent-teacher association depends on many factors :

1. The interest of as many teachers, parents, and citizens as possible.

2. Careful organization as a unit of the National Congress of Parents and Teachers.

3. The most harmonious and effective teamwork on the part of officers, committees, members, school officials, and coöperating child-welfare organizations.

4. Careful selection of leaders.
5. Interesting and instructive programs.
6. Activities resulting from programs, which shall lead to better opportunities and safer conditions for children.

7. A study of methods which have brought success to other local associations, and the use of state and national resources in developing local work.

8. Plans to fit special local needs and conditions.

9. Education for parenthood.

10. Education of members in the purposes and scheme of organization of the National Congress of Parents and Teachers and in its accomplishments throughout the nation.

11. The use of opportunities to confer with other local units through city councils, county councils, district meetings, state conventions, and national conventions.

12. Individual responsibility of members.

When parents have one set of ideals and teachers another, and the child finds himself struggling with still a third set in his life outside, the confusion of ideals and standards and motives stuns him, he wavers toward one and then another, never sure, never safe. And if a child is to grow, he must be both sure and safe in his mind as to where he is going and why he is going and how he is to get there. — ANGELO PATRI

X

PROGRAM-MAKING

Test of a program. The programs of a parent-teacher association serve it in somewhat the same way as the compass serves the ship or the signal-lights the train; they guide it safely toward its objective point.

The test of excellence in any program, therefore, is the extent to which it contributes to such knowledge, wisdom, and understanding on the part of the home, the school, and the community as shall result in constantly improved conditions of life and development for the children of that community.

Each program should be selected for the purpose of furnishing its small but definite part of a plan for the year; and, looking back upon the year's work, the association should be able to measure in some degree the sum of gain to the teachers and to the parents, and the resulting progress shown in the community.

The program committee. The program committee should be chosen with even greater care than any other committee, for it has more to do with the success

or failure of the association. It must be faithful, for its work is never done; it must be "meek in spirit," for it will always be subject to criticism; it must be courageous in the face of disappointment, patient in time of trial, tireless in time of stress; it must have a saving sense of humor and an abundance of that most uncommon quality, common sense; it must be resourceful, responsible, and executive. With these qualities *and a plan* it will pilot the association safely among the rocks and shoals of its existence.

Needs of a pre-school association. The members of the pre-school association have one great advantage in that they are more nearly "ahead of the game" than those of any other type of association; they have had less time in which to make mistakes and consequently have fewer mistakes to correct; they can get the umbrella safely raised before the shower descends. Their meetings, too, necessarily small for the purpose of study and brief because of the difficulty of leaving the children for long or taking them far, and informal because young motherhood constitutes an immediate comradeship, make probable a more definite and personal application of what is learned than is likely to result in a more formal atmosphere. While the members may not have so constantly at hand the benefit of the teacher's advice and coöperation, they yet may easily obtain from the teachers in their community what is most essential to their study at this time, namely, a view of what qualities and habits the home

should already have instilled into the child before he enters school at all. For example, it is in no way fair that upon the teacher should fall the necessity of first securing habits of obedience or ordinary courtesy, honesty, and truthfulness from her pupils before taking up her regular work; this is distinctly the duty of the home, and yet the first few weeks of school are often hampered because the home has not fulfilled this obligation.

Program of a pre-school association. A course of study for the pre-school association might cover, among others (for there is a larger list to choose from than can be suggested in this chapter), the following lines: a study of those qualities which should have become habits in the child before he enters school, such as obedience, self-reliance (putting on rubbers and coats, hanging up outdoor clothing, washing hands and face, etc.), truthfulness, cleanliness, respect for the rights of others, and so on. As one looks over the list it seems like rather a large order for a child of five or six, especially when contrasted with what grown-ups have attained in some of these respects, but, in embryo at least, all these qualities should exist in the child as a result of the home training before his first school day. And this study should include not only what the child's habits should be when he enters school but how the home teaching may most wisely and efficiently develop these habits.

The physical welfare of the pre-school child offers a

field of study most welcome to mothers: what foods and when; the care of the eyes, the teeth, the skin; the amount of sleep needed; the ventilation of the bedroom; contagious and infectious diseases and how to prevent them; wholesome exercise; the benefits of fresh air and sunshine; suitable clothing for daytime and nighttime; the children's fears and how to deal with them; the relation of bodily health to mental and spiritual health; the hygiene of cheerfulness and laughter; the necessity of an atmosphere of peace in the home.

There may be discussions of parental authority: how much of it and what kind; whether it more often concerns the child's development or the parents' convenience; qualities that must enter into rightful authority.

Then there are other important matters: keeping the child's life and thought simple; games and plays for little children, indoors and out; a study of toys, those which have a lasting interest and an educational value and those which have no real appeal to the child's intelligence and so lead to destructiveness; moving pictures, their overstimulating effect upon children, their educational aspect, regulation of attendance, chaperonage, how to coöperate with the local moving-picture houses in such a way as to secure the showing of the best films, sanitary condition of the moving-picture theaters; the dramatic instinct in children and how to satisfy it; results as shown

in an improved power of self-expression, stronger individuality, and a veritable treasure house of joy ; music and its influence.

By wise selection from the variety of topics suggested and the many others which will suggest themselves, the program-makers may prepare a year's outline which will be helpful in the extreme and at the same time will be varied, interesting, and delightful.

When the child goes to school. With the child's advent into school life a new element enters, namely, coöperation between the institution which now takes over the direction of many of his waking hours and that which formerly carried the sole responsibility for his development ; that is, coöperation between the school and the home. Ideally, from this point there should be a going on together, with the responsibilities of the school and those of the home so adjusted, so dovetailed, as to leave no gap. It was to secure this unity that the parent-teacher association came into being.

The first necessity is, of course, that each of these institutions shall have a close and sympathetic understanding of the other, and to this end the program committee should bear in mind two things : first, that educational methods do not stand still but are radically changed from generation to generation ; second, that problems of child character and child conduct are practically identical in the home and the school.

To illustrate the first point: it is now many years since the teaching of the alphabet ceased to be a part of early primary work, but even today fathers and mothers whose earliest recollection is of learning their A B C's are greatly concerned at discovering that the little second-grader, who can read quite creditably, cannot "say his letters," and they are prone to consider the fact as evidence of weakness or oversight or ignorance on the part of the teacher. A similar lack of acquaintance with the changes that have come about in methods of teaching follows all the way through the grades and into the high school.

The second point really needs no defining. It is manifest that habits of personal cleanliness, courtesy, truthfulness, and right conduct generally are essential equally to the well-being of the school and the home.

The parent-teacher association program in the elementary school. The program-makers, then, will see to it that the monthly programs offer abundance of opportunity for explanation of what is taught in the school, why it is taught, and how it is taught, and also what help and coöperation may legitimately be expected from the home. Discussion of the ways in which school and home may combine to secure right conditions in the community for the growth and character development of children, youths, and adults will also have a definite place.

Grade meetings as a help in explaining school methods. In many schools the device of grade meet-

ings has contributed greatly to expedite a thorough understanding of school methods. Such gatherings are usually held between regular meetings of the association by arrangement with the room teachers,



A PARENT-TEACHER PLAYROOM

While parents and teachers enjoy the meetings of the association, children of all ages are made happy in the kindergarten, with games, books, and occupations. (Courtesy of *Child Welfare Magazine*)

parents of second-grade children visiting the second-grade room, parents of third-grade children visiting the third-grade room, and so on. In each grade the regular work of the class is carried on while the parents observe, time being allowed later for explanations by the teacher and questions from the parents. The complete informality of these meetings and the oppor-

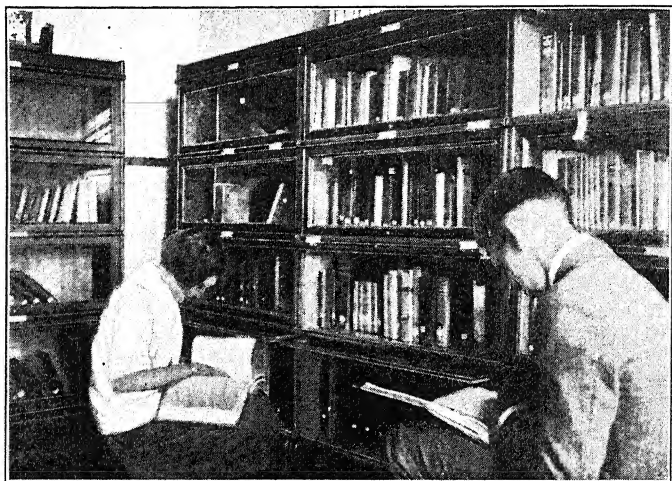
tunity they offer the parents to see not only the character of the teaching and the subject matter taught but also how their children rank among the others makes them of very great value.

Subjects for programs of elementary-school parent-teacher associations. Programs for the parent-teacher association of the elementary or grade schools may well give attention to the following subjects: the course of study; new methods of teaching old and familiar subjects; reasons for change in method; new subjects in the curriculum and why introduced; teaching children how to study; allotted periods for study during school hours; amount of home study required; proper environment for study; the province of the home in stimulating interest in school work; the project method of teaching; tests of progress.

The school playground and its supervision; where children play after school; playground manners; school manners; home manners; whether manners are merely superficial or indicate character qualities; how ideals of conduct are implanted in the mind of the boy or girl; what plays and games contribute most to ethical development; the power of example in teachers, parents, and companions.

The school library; the home library; ideals as developed through reading; a study of good books for children and why they are good; amount of out-of-school reading desirable; right conditions for reading; reading in the family circle.

Physical strain upon the child during periods of rapid growth; selection of foods during these periods; dangers of the hurried lunch hour; effect of too many sweets; condition of eyes, ears, teeth, nose, and



A SCHOOL LIBRARY EQUIPPED BY A PARENT-TEACHER ASSOCIATION

throat; amount of sleep; regulation of overstimulating amusements; medical inspection; the visiting nurse.

Here again we can only touch upon the almost infinite variety of interests which may be presented in the programs. Each locality has its own special needs, each school its own ambitions, each home its own problems. To make the programs fit these needs, serve these high ambitions, and help to solve these problems is the obligation of the conscientious program committee.

New problems of the high-school period. In the high-school period, not only is the school new and different and less easy for parents to understand, but their own children have become new and strange. Complexities of character and temperament appear which threaten the old relation of authority and obedience, and demand as a substitute a new relation of comradeship, — with advisory powers, to be sure, still vested in parents, but without the old-time and convenient power of command. The change is not too sudden to allow a gradual adjustment if parents are wise and far-sighted, but it is a severe test of the parental practice that has preceded, and those who have relied too completely on the supremacy of authority are likely to find themselves leaning on a broken staff. The danger is that the bewildered and mystified parents may "let go" at this point, too readily conceding to the child the independence he claims, and not realizing that an apparent self-reliance and maturity is merely an outward seeming, while in reality the child's need of guidance is greatest at the very time he most strenuously objects to it.

The high school, with its new interests and different methods of approach, is the greatest possible help at this juncture, and all conscientious and intelligent parents will endeavor to acquaint themselves with its general plan, its courses of study, and its social activities, and to coöperate with it to the fullest possible extent.

Elements in a high-school parent-teacher association program. Into the programs will enter two new elements, one providing for gatherings of parents and teachers in special groups with identical interests; the other bringing in the students themselves, to present chosen topics or to take part in discussions. The first makes possible a more intimate understanding of definite problems that need immediate consideration; the other affords a means of overcoming an apparently universal objection on the part of high-school students to the existence of a high-school parent-teacher association, by convincing them that it is neither spying nor antagonistic in character, but on the contrary has wonderful assisting and coöperating powers. The social life of the school, in particular, affords the association a great opportunity to acquire good standing with the students.

Help in choosing courses. The first great event of each high-school year, and one of great importance, is the election of studies. The first programs should therefore provide for group gatherings of parents and teachers where they may take counsel together (since it is only together that they command the complete outlook) in mapping out well-rounded and suitable courses according to the best judgment of both. The student whose parents are not interested in this preliminary is sadly the loser. Following along this general line occasional talks should be given during the year by teachers of special subjects, such as history,

literature, and dramatics, showing the aim of the study, the method of presenting it, its cultural value, its ethical value, and the ways in which parents may contribute to its success through their coöperation.

A forum for student debates. The parent-teacher association serves excellently as a forum for student debates, which are by all means to be encouraged, if only for their by-products of intensive study and tested information. Debates arraying sons against fathers (not necessarily their own fathers), or mothers against other people's daughters, are productive of both interest and fun; and the dramatic clubs and classes, with their output of plays and musical comedies, are intensely enjoyable as well as highly profitable.

Other subjects: parliamentary law, health, ethics. Equally good for students, parents, and teachers is the study of parliamentary law, and occasional practice in it. Combining this practice for all three at once introduces an element of comradeship and equality which is extremely desirable.

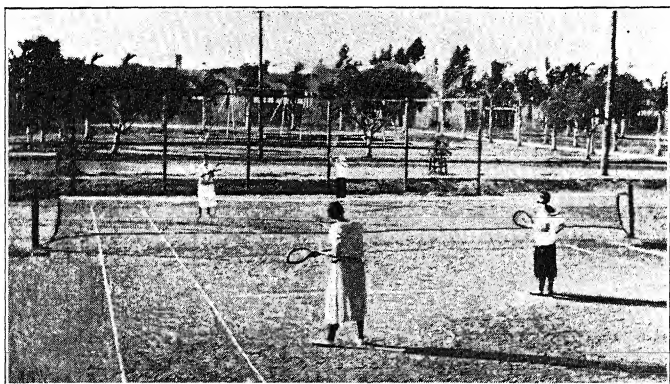
Health is of course a topic for consideration at all ages. In the high-school program it will perhaps be best introduced in connection with athletics,—suggestions of wholesome diet, plenty of sleep, and the like being less unbearable when required by athletic standards than when taught from textbooks or dinned in by parents at the breakfast table.

Ethics, always refusing to be separated from personal life, may demand consideration at any time,

attach itself to any study or play, or enter into any discussion. It is a delicate and elusive subject, though one which should be, in some manner, much more emphasized than it has been. The difficulty is to find a wise and impersonal method of approach. So far nothing better has been devised than character study in connection with literature. That is good, certainly. The question is, Do the young people look upon these characters as living in the same world with themselves, subject to the same limitations and temptations? The world has never needed so much as it needs today a vivid presentation to the young of high ideals of honesty, of unselfishness, of cleanliness, and of obedience to law. Teachers and parents together offer the best hope of placing these ideals before them, not only vividly but attractively, so that they shall *want* them as they are going to want money and power and the ideals that the world at large is holding up to their view.

Social activities. The social activities of the school offer perhaps the best common meeting ground for the three factors in a high-school association, parent, teacher, and student. Students will be glad to outline for the association these activities if already in existence or to plead for their establishment if they do not yet exist; and it must not be for a moment forgotten that the present social life of these boys and girls, in and out of school and home, will have a most important bearing on their character development —

perhaps *the* most important. Athletics, of course, go hand in hand with other social activities, and the all-round fathers and mothers of today are required to know the technic of baseball and football and basketball and tennis and all their attendant train if they are to qualify for companionship with their young people.



PLAYGROUND EQUIPMENT SUPPLIED BY THE NINTH DISTRICT OF
THE CALIFORNIA STATE BRANCH

The teachers know these things already and can supply the interest, appreciation, and sympathy which, because of indifference or preoccupation, is lacking in all too many parents. Social activities for the home may be suggested or stimulated by those of the school and should receive their share of attention on the program.

A study of the community. The next step in program-making for all types of parent-teacher associations takes us out into the community and leads to a study of the social and recreational opportunities

provided there. No organization can have more force in ruling out bad and substituting good influences in the community than the parent-teacher association. Public dance halls may be regulated and supervised, pool rooms closed, and the tone of moving-picture houses much improved by the power of opinion and appeal developed through the association program.

Even more difficult than the standardizing of already existing social activities in a community is the introduction of such activities where none exist; but this difficulty has often been successfully surmounted by parent-teacher associations. A series of programs devoted to showing the need of right social life for all young people, and persistent effort to secure the co-operation of all the organized forces for good in the neighborhood in providing this social life (such an appeal coming with especial effectiveness from a non-political, nonsectarian body), will result in community houses, public playgrounds, and others of those forms of salvation for the young which have sprung up so beneficently in the past twenty years.

The mothers' club program. The mothers' club may exist in connection with any or all school associations as well as separately. Its special advantage lies in the informal nature of its meetings; its disadvantage is the lack of a certain definite and virile element supplied by the masculine mind. Too many so-called parent-teacher associations are virtually mothers' clubs, partly because of the frequent neces-

sity of holding daytime meetings, but also many times, it is to be feared, because the programs are not such as to enlist the interest and coöperation of the fathers. The effort to counterbalance this condition by the organization of fathers' clubs is a move in the right direction but is not in itself wholly satisfactory. The usual fathers' club is too casual in its nature, too dependent upon the element of entertainment, and too short-lived. In the school, in the home, in the church, and in the neighborhood the complementary and supplementary qualities and abilities of both men and women are required



CHILDREN'S READING IS AN IMPORTANT TOPIC TO BE DISCUSSED BY A MOTHERS' CLUB

for wise guidance of the young. Conceding, then, that the mothers' club exists either in addition to or as a substitute for the parent-teacher association, its work is the education of mothers for the duties that directly confront them.

The special line of study or work undertaken will be determined somewhat by local conditions and local

needs. The entire range of topics for elementary, grade, and high-school associations given here will supply suggestions, and others may be added. The demand for close and thorough acquaintance with their schools and communities is no less binding upon clubs of this character than upon parent-teacher associations.

The fathers' club program. It is undoubtedly true that the many fathers' clubs now in existence are serving a splendid purpose in recalling fathers to a realizing sense of obligations and responsibilities which were becoming somewhat obscured. The American man, with his high respect for women and his reverence for the mother instinct, has been prone to delegate to the mother of his children the authority and power of judgment that should properly have been shared by him. Following this inevitably there has come to him a decreased sense of responsibility, lending an aspect of truth to the oft-repeated saying that the children of today are mostly half orphans. In the fathers' club the programs naturally tend toward a consideration of the personal relation of the father to his children and of the line of guidance that he is especially fitted to give them.

In these days not only boys, but girls also, prepare for work, whether professional or of the business world, and fathers know better than mothers the line of study which best prepares for, and the qualities of character most needed in, this world of business. Very often, too, the father, being the earner, has a keener

sense of money values and of discriminating economy than has the mother.

Another field which lies more especially within the father's province is that of athletics, with its wonderful opportunities for comradeship.

Subjects for fathers' clubs. In general, then, the following subjects may be recommended for the programs of a fathers' club:

The father as a companion. (1) In recreation and amusements; (2) in work, such as gardening, the construction of swings, seesaws and slides, latticework fences and frames, flower boxes and screens, the repairing of door knobs, latches, and toys of all sorts, and the many other jobs that go to the upkeep of a home and its belongings; (3) in athletic diversions; (4) in the field of science, literature, and current events; (5) in thrift, including allowances, the earning of money, and wise expenditure.

The father as the final authority. This topic might include discussion of the limitations and weakness of absolute authority and the substitution of a reasonable authority based upon wisdom and affection. In a portion of this program the young people themselves could probably offer valuable suggestions. The necessity of parental authority in every home should, however, be kept in the forefront and the reasons therefor developed.

A father's leisure. When we consider time we all talk like bankrupts. As a matter of fact we each have

all the hours of all the days; it is in the matter of division that we go astray. In developing this topic a scale of values might be worked out in which the children are listed at the top as the most promising investment, and in which all other investments are subordinate, the various other interests and occupations of fathers taking their rank below.

A study of boy nature. This, particularly the study of the adolescent period, may serve to remind fathers of their own callow days, and, supplemented by the psychological knowledge now so easily obtained, may lead to a better comprehension of boy problems and more successful guidance through this difficult time.

It seems to be generally conceded that fathers' clubs do not always hold to the serious program of mothers' clubs and parent-teacher associations. This, if true, does not necessarily mean that the results obtained are less desirable or valuable; the dart that is pointed with fun often sinks deepest. The more fun the better, in a fathers' club or in any other, only let it be kept in mind that the fun is the means and not the end, and that every program which fails to open the way to wiser fatherhood belongs properly in some other club.

Opportunities of the church parent-teacher association. The question of religious teaching in parent-teacher associations and in public schools is a constantly recurring one. Time will undoubtedly bring a satisfactory answer, but in the meantime the church

parent-teacher association offers abundant opportunity for the stimulus to religious thought and feeling in which many homes are sadly deficient. The parents of today have been for the most part so badly taught, or are so untaught, that they themselves must learn before they can teach. It is high time that a new attitude toward religious teaching in the home be attained, and to this end the organization of parent-teacher associations in churches is most important.

Topics to be discussed in church associations. With so many sects and such variance of creed as may be found, it is impossible to present more than a general plan for the programs of these associations.

All faiths would unite, presumably, in the belief that religion applies to daily living, that it regulates conduct, and that it develops spiritual qualities of character. This being true, the program of a church association might include such a topic as unselfishness, with discussion of the following questions: Where is it based in religion? How can it be fostered by the home and the church? Can it be carried too far? Does it conflict with the development of the will? Is it true that "selfish parents make unselfish children"? What characters can you recall in books you have read that illustrate the beauty of unselfishness? Does unselfishness always mean giving up?

Corresponding outlines may be made for the consideration of truthfulness, kindness (including kind-

ness to animals), good manners and their underlying spirit, honesty, cheerfulness, courage, responsibility, generosity, and so on. Each of these is to be treated from the religious, not the merely ethical, point of view.

The selection of reading matter for the children's library which illustrates and makes attractive religious ideals would provide an excellent discussion and constitute a liberal education for the surviving followers of Elsie Dinsmore.

It is taken for granted that the church itself teaches the essentials of the history of its religion; if not, then the church parent-teacher association might include this also, that the children may become intelligent supporters of their faith.

Parent-teacher associations in colleges. The few active parent-teacher associations which there are in colleges have set for themselves a very high standard of usefulness and have developed a spirit which is much appreciated by the students. Through well-planned programs and activities they have become a means of communication between the college authorities and the college public, securing coöperation between the community at large and the college authorities, promoting loyalty among college patrons, and furnishing many helps to the student body, such as scholarships and other financial aid, good living quarters, attention in sickness, and contacts with the home life of the community.

The programs of a college parent-teacher association are built upon the interests of the members in college life or in problems confronting young people of college age. Some of the subjects which have proved of profit and interest are the following: how the college was founded, college finances, entrance requirements, advantages offered by different departments, intelligence tests, influence of religion on young people, college traditions, college athletics, how college students may be self-supporting, the health of the student body, student government, student organizations and their work.

At the close of the year parents of senior-high-school students may be invited to a meeting for an informal discussion of how college differs from high school.

Student coöperation may be counted on for carrying out the programs. The glee club supplies music, the theater workshop produces plays, the girls help to serve tea, and the officers of the various student groups appear before the members to answer questions which have been asked of them or to request help from the association. Students should feel free to bring their problems to the meetings and to make announcements of student events.

Quite as important as the monthly programs and the social side of the meetings are the activities of the association in looking after the welfare of the students, and the unostentatious aid which it is able to give.

General suggestions for program-making. *The committee.* The program committee should be made up of both parents and teachers. The main duties of the committee should be assumed by parents, with the help and advice of the teachers and school officials.

Program-planning. A program should be planned to interest an average group of fathers, mothers, teachers, and citizens in the study of the nature and needs of the child, and to develop activities which shall meet his needs.

Conditions to be studied. Before the program is outlined, a thorough study of conditions relating to child welfare in school and town should be made. Such a study develops an appreciation of what is being done for education in the school community, as well as knowledge of present and future needs.

Related programs. Before the first meeting of the year the entire series of programs for the year should be planned, so that each program may have a definite end in view and be related to the subject around which the study and activity of the association are to center. Details and names of speakers may be filled in later, but the general outline and the topics for each meeting should be made in advance of the first meeting.

Variety. In each program the more solid and educational features may be lightened by music, community singing, discussion, a question box, or an exhibition of school work. Variety is desirable, not for the pur-

pose of excluding the main purpose of the meeting, but to enhance its setting.

Teachers' part. Frequent opportunity should be given to teachers, principals, and superintendents to explain to school patrons the methods, activities, and needs of the school and to acquaint them with the most progressive changes in the field of education.

Members' part. The participation of members in the program increases the coöperative spirit and produces a lively interest.

Current articles. The reading of reviews, current articles, and books relating to child welfare gives valuable information and stimulates home study.

Reports. Standing committees should regularly report their investigations and activities.

Speakers. An outside speaker who is an expert in some department of child-welfare work may be used occasionally for these purposes: (1) to stimulate interest and to give information about a subject to be studied or a project to be carried out; (2) to direct interest after it is aroused and to give advice about using data which have been assembled. The time of speakers, whether paid or unpaid, should be carefully conserved at the meetings and should be engaged well in advance of the date of the meeting.

Speakers, other than members, may be city or town officials, local professional people, school officials, educators, officers and chairmen of the state branch, members of state departments of health, education,

and agriculture, secretaries of state and national organizations working for the interests of children along lines of safety, health, mental hygiene, thrift, recreation, and reading, besides many other men and women who are fitted to give information and inspiration to parents and teachers.

Program helps. Valuable aid in program-making may be secured through chairmen of the state committees on programs and literature, who can give information about programs prepared and collected by chairmen of both state and national committees. The national bureau of program service may also be consulted through state chairmen.

Social hour. It is important to allow time for a social hour to follow the program and to give an opportunity for parents and teachers to meet, get acquainted, and discuss informally the topic of the meeting.

Printed program. It is a great help to send to each member, before the first meeting, a printed program which states definite, regular dates of meetings; topics; treatment of topics, whether by discussion, debate, talk, or play; and names of participants and committees when possible. Dates which conflict with meetings of other organizations should be scrupulously avoided.

Publicity. A program committee will enhance the lasting value of its efforts by keeping in close touch with the publicity committee and giving it advance news of all meetings.

SUGGESTIONS FOR A PARENT-TEACHER MEETING

Hour. Afternoon or evening.

Time. From one to two hours.

Before the meeting. Room in readiness; ushers and greetings.

Arrangements made for attendance record, enrollment of new members, payment of dues, and subscriptions for *Child Welfare Magazine* and the state bulletin.

Care of children provided for.

A choice may be made from suggestions offered under "Entertainment and General Features" and "Hospitality Hour."

OPENING AND BUSINESS	ENTERTAINMENT AND GENERAL FEATURES	PROGRAM TOPIC	HOSPITALITY HOUR
20-30 minutes	10-30 minutes	20-30 minutes	10-30 minutes
Community singing School demonstration Order of business Call to order Minutes Treasurer's report Communications Reports of committees Unfinished business New business Announcements Greetings to visitors Digest of messages from state and national presidents	Community singing Music or reading Drill in parliamentary law Current events P. T. A. Education Child welfare Book reviews Principal's talk Superintendent's talk Room roll	Presented by Open forum Round table Speakers Members Students General discussion Visualized by Exhibits Posters Charts Slides Motion pictures Maps	Good fellowship Parents Meet teachers Visit rooms See exhibits Additional entertainment features Refreshments Games Folk dancing New members Subscriptions Discussion of projects and problems Literature displayed and distributed

A good program is interesting, instructive, magnetic, resultful.

Tests of a good program. In the making of a program there are some test questions which it is well to keep in mind if the committee is to hold close to the aims of the parent-teacher organization.

Will the program bring about the following ends?

1. A coöperative spirit and action.
2. Appreciation of the school.
3. An interpretation of the school to the school patrons.
4. Knowledge of the needs of the school.
5. A bridging of the chasm between what is known about the child and the practices of those dealing with the child.
6. A raising of the standards of home life.
7. An aroused interest in education on the part of the public which shall lead to action favorable for child development.

If to do were as easy as to know what were good to do, chapels had been churches, and poor men's cottages princes' palaces. — SHAKESPEARE

Who reads and reads and does not as he knows
Is one who plows and plows and never sows.

Persian proverb at the entrance of Hubbard Library, Bowdoin College

Far and away the best prize that life offers is the chance to work hard at work worth doing. — THEODORE ROOSEVELT

XI

ACTIVITIES OF A PARENT-TEACHER ASSOCIATION

Definition. The activities of a parent-teacher association are the concrete, visible accomplishments of the organization. They should be the result of the information and stimulation of a well-planned, well-directed program which has called attention to general or particular needs of the home, the school, or the community. To illustrate: A program on children's reading may be followed by plans for securing library service for the school or community. A program on recreation may lead to a survey of community needs by a playground expert, with recommendations for activities to be carried out by the association to meet the needs disclosed by the survey. A program presenting the service performed by a visiting teacher may result in a plan for a two-year demonstration of the value of a visiting teacher as a member of the teaching staff.

Guiding principles. While concrete achievements are eminently desirable, even necessary, for the vigorous growth of an organization, there is a great danger that the real objects of the parent-teacher movement will be lost sight of in the absorbing work of raising money for the schools.

There is no active development which has received so much of praise and criticism, which has contributed so much to both the growth and the failure of local associations, as the activities connected with "buying things" for the school. The appraisal of the value of an association by educators and laymen alike has often been based largely upon the extent of its contributions to the material equipment of the school. This attitude can be traced to the fact that many organizations bearing the name of parent-teacher association are primarily school-improvement associations, organized for the purpose of improving the material equipment of the school. While this is always an object worth while, and under extreme conditions might legitimately absorb the attention of an association, it is not the main purpose for which parent-teacher associations are formed. The *child* is the center of interest, as indicated in the by-laws of all Congress organizations, local, state, and national.

This shifting of emphasis from the school to the child does not mean neglect of school relationships, but an evolution of activities on the basis of the importance of their contribution to the whole life of

the child. It cannot be too often reiterated that the purpose of parent-teacher associations is to promote the interests of *children*, individually and collectively, through organized coöperation of those who have their interests at heart. The present widespread criticism of youth points to the need, first, of the right kind of training in home, school, and church, and, second, to the coördination of *all* environmental factors contributing to the education of the child, that some degree of unity of standards may be effected instead of the present often conflicting and contradicting standards, with the resultant confusion in the mind of the child or his acceptance of the baser standards. These needs require organized coöperation in order to reach the homes and the parents, and to develop an intelligent and informed public opinion which will function on a local, state, and nation-wide basis. With this point of view clearly established certain guiding principles should receive consideration.

1. *The objects of the organization the constant guide to activities.* The objects of parent-teacher associations, as stated in the national by-laws, should be thoroughly familiar to all members. If these objects, by constant repetition, are kept before the organization, there is little likelihood that the most vital needs affecting the welfare of the children will be ignored while parents are devoting their time and strength to carnivals and card parties in order to raise money to equip a cafeteria or to buy a piano for the school.

2. *Essential material needs met through public taxes.* Taxation should provide adequately for school buildings and grounds, school equipment, and teachers' salaries, in every school district in the United States of America. The public-school system is a community investment in citizenship. The present inequality of educational opportunity, resulting from the unsolved problem of equalizing the tax burden, will be adjusted only when an enlightened public opinion realizes the injustice of the present inadequate system.

A study of the subject of school finances should have a very definite place in the program of a parent-teacher association as a preliminary guide to activities. Until a nearer approach to equality of educational opportunity is achieved through a systematic and concerted campaign to enlighten the voting public, parent-teacher associations may find it necessary to secure money from private sources to provide some of the essential needs of the public schools. This policy should, however, be resorted to only after every other legitimate means has been employed to supply these needs through public taxation.

3. *Conference with school authorities first, last, and always.* The parent-teacher association is a partnership of parents and teachers which implies united action by mutual agreement of the individuals who form the partnership. Neither the home partners nor the school partners should ever act independently for the association on matters affecting the interests of

the entire group. Since the home partners are numerically much stronger than the school partners, they should be particularly careful to keep in close touch with school authorities, so that the activities of the association may be guided by the united good judgment of parents and teachers, for the greatest advantage of the children.

4. *Survey of local needs a preliminary to the selection of activities.* If activities are the direct result of interest awakened by the program, and if a survey of needs has been made by the program committee as a basis for the selection of subjects presented to the association, it will be unnecessary for another survey to be made. But no important work should be undertaken until a group made up of parents, teachers, principal, superintendent, and members of the school board consider needs and agree that the work undertaken is necessary to the welfare of the children, that it is a feasible project to be carried on by a parent-teacher association, and that it is a desirable project for the association concerned. The most urgent needs will naturally receive first attention.

If a more exhaustive survey seems necessary after the program has been presented, this may be made by a special committee and reported back to the association for the information of the members, who are to decide whether they wish to take action or not.

These preliminary surveys safeguard the association from expending energy unwisely and unnecessarily and

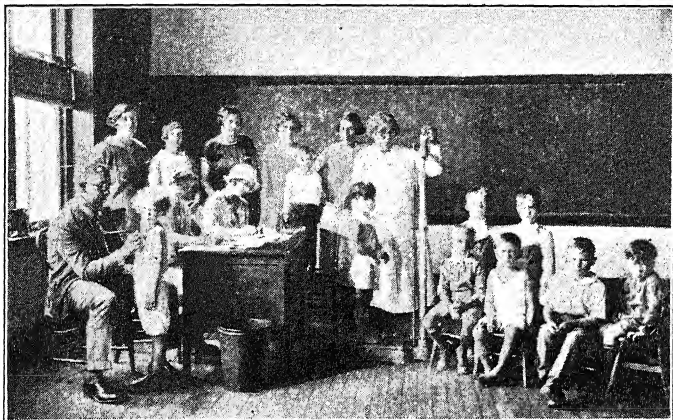
from overlapping the work of the school department. With all specialized child-welfare agencies in the town there should be understanding relationships and exchanges of information about conditions relating to children.

5. *Concentration on a goal.* There may be many activities suggested by a survey of the needs of the school and community, all of which will have a strong bearing on child welfare, but it is important to take one piece of work at a time and not dissipate the force of the organization by attempting to carry on more projects than can be handled successfully.

If the promotion of health seems most important as the year's objective, the activities may well center about looking after the undernourished child, providing a hot school lunch, establishing a dental clinic, and entering the Summer Round-Up campaign. If there is a lack of beautiful environment for the children, the association may interest itself in improving the school grounds and the tone of the schoolhouse walls, and in seeing that beautiful works of art, motion pictures, pageants, plays, and music are available to all children.

Any one of many projects would easily keep an entire association actively interested during the year, and would show at the end of the year tangible results certain to increase public interest in the care of the children. It is not expected that the association will finance these projects in all cases. The essential task is to see that needs are met in the best possible way.

6. *Development of public opinion.* Wisely conducted parent-teacher activities give to an association one of its best opportunities to raise the child-welfare standards of the whole community. For instance, the mass meetings called to arouse interest in getting a new schoolhouse serve to direct attention to the



THE SUMMER ROUND-UP CONDUCTED BY THE BLUEMONT PARENT-TEACHER ASSOCIATION, MANHATTAN, KANSAS

beauty of modern school architecture and grounds, the present-day demands for laboratories, workshops, auditoriums, and physical training, and the advances made in the last few years in the teaching of art, music, and other subjects. The publicity which can be given to any activity may be a large factor in leading the thoughts of the people toward the subject of education and its importance to both children and adults.

7. *Sources of information about activities.* A great deal of original work is called for in meeting the particular needs of the children in any community. Tact and resourcefulness are of paramount importance. Perseverance is needed to complete every task undertaken. But there are many helps for the general activities committee or the special committees appointed for specific work.

a. Chairmen of national committees are of constant and ever-increasing help. Their suggestions cover all the main types of child-welfare work which any local association is likely to undertake. These chairmen, so far as is possible, have corresponding chairmen in the state branches. They have prepared pamphlets and programs on their special subjects which are for free distribution to members, through the office of the state branch, the office of the state president, or the chairman of the state committee on literature. When there is no corresponding state chairman, information about activities may be obtained from the office of the state president. Each local association should secure complete information about the state chairmen from the office of the state branch.

b. State headquarters may always be appealed to for general suggestions about activities, for information about what other local associations in the state have done with special projects, and for facts about resources for carrying them out. Much of this information may be found in the state bulletin.

*c. Coöperating child-welfare organizations,*¹ both state and national, with their corps of trained workers, are always glad to give expert advice, to address associations and mass meetings, and sometimes to direct activities through chairmen from their various staffs.



YOUNG HARVESTERS

The encouragement of gardening is a fine activity for a parent-teacher association. (Courtesy of City Housing Corporation)

d. Local organizations such as boards of health and education, community centers, departments of public welfare and safety, churches, and also individual citizens of special training and experience may be secured as willing allies in any important undertaking for the good of children.

¹See list of coöperating agencies in the Appendix.

e. *The Child Welfare Magazine* each month calls attention to especially successful activities which have been conducted by parent-teacher associations. Other magazines, the parent-teacher bulletins of the state branches, many recent books, and the publications of the United States Bureau of Education suggest useful ways of directing the efforts of parents, teachers, and citizens in a new and great endeavor to give to each child a fair chance.

8. *Participation of members.* Not all members can participate in the program, but almost everyone may have a part in furthering the activities of the association. People are more interested in doing than in hearing, and a wise association will take advantage of this psychological principle and seek to place every member willing to contribute active service where he will have his largest field of usefulness.

A well-directed, working association will never be dull or static. It will grow in power, in vision, and in usefulness.

Scope of activities. A careful study of the objects of the National Congress of Parents and Teachers makes it clear that the welfare of the whole child, physically, mentally, morally, and spiritually, is the objective of a parent-teacher association; that in order to safeguard the interests of the child, *those who accept this responsibility* must work for better homes, better-trained parents, better schools, better laws, and a community better informed regarding all that

concerns the welfare of the children. There will be no lack of activities in the existence of an association which accepts these broad responsibilities.

Types of activities. The various activities which have engaged the attention of local parent-teacher associations throughout the country are almost too numerous to mention. In general, however, they may be classified in several rather distinct groups.

These activities have to do with

1. Securing members and bringing them together.
2. Looking after the welfare of teachers.
3. Interpreting the school to school patrons.
4. Enriching and improving the school life.
5. Supplying student aid.
6. Safeguarding the social, recreational, and religious life of the child.
7. Forming study classes.
8. Working for home and community betterment.
9. Getting publicity.
10. Working for good laws and their enforcement.

1. *Membership and hospitality.* First in the list of active committees are the two which are working for membership and hospitality. They go hand in hand. The membership committee canvasses the school district, enrolls as many fathers, mothers, teachers, and citizens as possible, and persuades them to come to the meetings. It uses many methods, from the personal interview to the membership drive.

In making a canvass the committee should catalogue new members according to their interests and abilities. It is of the greatest assistance to program and social chairmen, and to the president, to know which members may be called upon to sing, play, act, conduct a discussion, serve a supper, or make a survey.

The hospitality committee does the follow-up work of greeting those who attend meetings, introducing John's father and mother to Henry's father and mother, Sally's mother to Sally's teacher, and Sam's father to the principal, who wants to tell him how surprisingly well Sam is doing in a certain subject. The social hour following the program is full of possibilities for these two active committees, whose chief function is to gather in members, especially the more timid and less interested people, and to make for them at the school a pleasant, friendly atmosphere which will insure their coming again. Any amount of ingenuity and diplomacy may be expended in this activity of building up from dissimilar elements a harmonious working force which, though representing a cross section of a school district, shall eventually be actuated by a common desire to do the best in its power for all the children of the school.

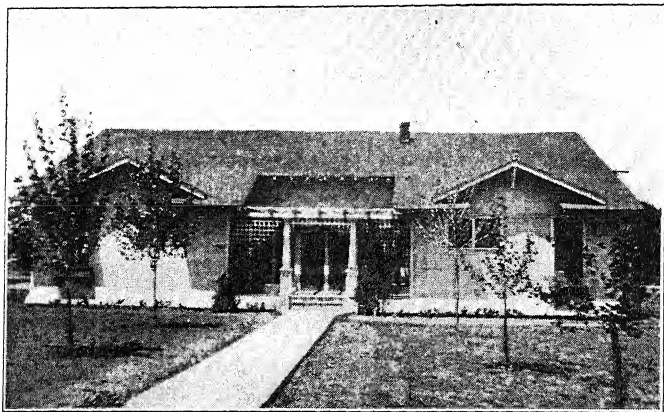
2. *Welfare of teachers.* High on the list of valuable activities is consideration, on the part of the parent members of the association, for the comfort, happiness, and remuneration of the teachers in the school.

No teacher can do his best work without a good home, a worthy position in the community, and a salary sufficient to make possible a normal amount of recreation, study, and travel, and to provide the environment of culture and beauty without which the soul starves and life dwindles to a hard, meager monotony. For the sake of the children, teachers must be maintained at the top notch of their efficiency; and a wise association will offer any needed assistance in securing for them good living conditions—suitable boarding places or “teacher-ages,” rest rooms in schoolhouses, and opportunities for outdoor sports. At least one reception a year, given for the express purpose of affording the patrons of the school an opportunity to meet the teachers, principal, superintendent, and members of the school board, gives another worthy activity for the membership and hospitality committees. If teachers are happy in their social and civic relationships in the place where they teach, they are more interested in becoming active citizens of the community and less inclined to spend their leisure time and week-ends elsewhere.

3. *Interpreting the schools.* Wherever there is criticism of the school, or failure on the part of citizens to give adequate financial support to the school, there is usually widespread ignorance of what the school is doing, or would do if supported by its patrons. A clear understanding of school conditions and methods is the very foundation of useful coöperation, and the out-of-schools and the stay-at-homes usually have

little idea of the progress that has been made in the science and art of education since their school days.

So the next important activity of a parent-teacher association is to make it possible and easy for the school people to demonstrate the work that the school



THE HOME ECONOMICS COTTAGE AT BROWNWOOD, TEXAS

The parent-teacher association assisted in furnishing the house and uses it for its meetings. (Courtesy of Better Homes in America)

is doing. In arranging exhibits of drawing, sewing, and other handwork, in planning costumes and stage settings for plays to be given before the association, and in other ways, the parents may be of great assistance to the teachers who are trying to show to the school patrons what the school of today is. If, in the process of doing this, some lack of school equipment is revealed, a new need of parent-teacher coöperation is made clear.

Interpreting the school to the school patrons may mean for principal and teachers some additional work, which should be shared as much as possible by the parent members. There are, however, many rewards for the effort, the chief of which are the development of public appreciation of what the school is doing for the children at a time when many outside conditions are antagonistic and dangerous to the well-being of youth, and a clearer understanding by the people of new movements in education.

4. *Improving and enriching the school life.* Modern school life is increasingly a normal life, full of varied interests. Modern education seeks not only to prepare for the needs of life but to be life, — life of the finest type. Hitherto the school has depended largely upon educators and upon its corps of teachers to develop a richness of school experience which shall open to its pupils numerous avenues of study and art and occupation. Through the parent-teacher association the school comes into possession of a new source of enrichment, the home.

Through their vocations and avocations, parents and citizens can bring to the school many ideas and many talents. They represent many professions and occupations. They are carpenters, farmers, interior decorators, mechanics, landscape architects, singers, artists, housekeepers, dentists, doctors, dressmakers, lawyers, naturalists. From time to time, as opportunity offers, the pupils of the school may be given a

chance to learn something about all the craftsmanship and artistry and professionalism represented in the homes of the school patrons. A legitimate activity of any association is to see that no child graduates



A RESULT OF THE WORK OF THE GARLAND SCHOOL PARENT-TEACHER
ASSOCIATION OF LITTLE ROCK, ARKANSAS

from school without knowing what life has to offer, — without knowing the men and women of their community who have mastered their subjects and seeing, hearing, or reading the results of their work. The life of any school will be greatly enriched through the contacts and interests developed by the parent-teacher association when the talents of the home and the community are added to the resources of the school.

What the people really wish for their schools they can and will have. A sense of needs and a desire for the best, whether in teaching, equipment, surroundings, or recreation, is the forerunner of school enrichment and improvement. Visiting the schools and attending parent-teacher meetings gives to parents a familiarity with school conditions which makes them the partners of the teachers in the business of education. When there is active coöperation the school can be enriched physically, pedagogically, and socially, and to just the extent of the combined interest, intelligence, and ability of parents, teachers, and citizens.

5. *Student aid.* In every school community there are some pupils who, without help from outside the home, would be unable to secure the secondary or college education which they need and desire.

A most practical and helpful form of parent-teacher activity is expressed in providing scholarships for such boys and girls, or in loaning them money until such time as they have completed their courses and have sufficient earning power to enable them to return the loan for the use of some other pupil. In some states parent-teacher loan funds to the extent of many thousands of dollars are constantly in use to help boys and girls over the critical time when they are fitting themselves for a life work.

Student aid in the form of food, clothing, books, dentistry, and surgical and other physical helps is also extended by local associations to children who would

be unable to attend school, or would be handicapped in their progress, if assistance were not given to them or to their parents. These cases occur, not always in families that would apply to charitable institutions for help, but among those of limited income or in families temporarily embarrassed because of illness or lack of employment of the wage-earners. The teacher discovers the need of help because of the absence of the child from school or because of his failure in his work, and reports it to some member of the parent-teacher association who is supplied with association funds for quietly helping just such cases.

6. *Safeguarding the social, recreational, and religious life of the child.* It is comparatively easy to provide material betterment; it requires coöperation of the most enlightened and sustained type to influence the social and recreational life of young people. To set standards about the use of automobiles, to chaperon parties, to take an active part in youthful sports and contests, to know conditions in moving-picture houses, dance halls, and pool rooms, to help in controlling sources of salacious literature, are challenging tasks for a parent-teacher association; but they are tasks which no other organization can accomplish so effectively. The menaces of the street, of the public entertainment resort, and of irresponsible homes can best be reduced by the combined efforts of those who are most interested in the child, namely, the parents and the teachers.

There is such a lamentable falling off in the numbers of children who receive religious instruction at home or at church that a great interest has arisen among parent-teacher workers to secure week-day religious classes for public-school children. This necessitates active work in arousing the interest of all the churches in order that suitable instruction may be given by trained teachers. The advice and experience of a school of religious education, if one is available, should be sought by an association interested in this activity.

7. *Forming study classes.* "Every parent a studying parent" may well be the motto of each parent-teacher association. Teachers constantly study the child — how to teach him and what to teach him. Why should not parents do the same? They may study in groups or with the teachers, but study they must if they are going to be "fit for children to live with," as a mental hygienist puts it.

One group of parents may choose to study the pre-school period; another, story-telling; another, social hygiene; and still another, adolescence. It will be a profitable activity for some committee to canvass the membership, make up study groups, find leaders or teachers, and attend to the financial part of the undertaking. Study classes covering a wide range of subjects are increasingly in demand as the parent-teacher idea of a trained parenthood is developed.

8. *Community betterment.* Some cities are noted for having the most beautiful public buildings; some, for

the largest factories. Some towns boast of raising the finest potatoes or making the best shoes. The ideal parent-teacher association measures a city or a town by the kind of facilities it provides for children.

So few communities devote enough attention to becoming safe and sanitary and beautiful, having comfortable homes and plenty of parks for the sake of their young, growing citizens, that there is much for the parent-teacher association to do along these lines. Members must have watchful eyes for all that the community is doing or should be doing. There must be good roads leading from home to school; clean milk; a pure water supply; a fine library; plenty of open space reserved for schools; parks and playgrounds enough for present and future use; the best of musical opportunities; and beauty, — as much beauty as possible everywhere.

If the best interests of the children are to be considered, there will be plenty of work for an active parent-teacher association to do in the community.

9. *Publicity.* If we are to build up better communities and better state, national, and world-wide thought about the rights of the child, we need publicity, and then more publicity. It is the constant and unremitting work of a publicity committee that gradually forces into the public consciousness the fact that there is an organized body of men and women working to give every child an unhandicapped start in life. Every worthy thing that an association does, from replacing

the tank and tumbler with a bubbling fountain to getting beginners into school free from remediable defects or organizing a training school for parents, should have the best possible publicity. It is no easy task to make a readable story of news value for the town, city, or county paper, but if large numbers of people are to know about parent-teacher work and are to become enlisted in its service to childhood, publicity is an important part of association activity.

The publicity committee may go one step farther and see that members are *reading* the publicity which appears in the state bulletin and in the *Child Welfare Magazine* (the official publication of the National Congress of Parents and Teachers) by urging a wide distribution and use of both bulletin and magazine. Some local associations publish their own bulletins monthly as a means of giving to the parents of all the pupils the important school news, the activities of the association, and notices of future meetings.

10. *Making and enforcing good laws.* Although the parent-teacher association is working primarily to educate children by means of a trained parenthood which shall coöperate with the school and the community, it is deeply interested in the protective and constructive value of wise legislation.

There are bills, both state and national, which have to do with compulsory education, mothers' pensions, child labor, pure foods, and other matters relating to

the welfare of the child and the protection of the home, which have received the support of national, state, and local parent-teacher associations. A legislative committee functioning to inform members about the content and meaning of proposed laws, getting speakers to interpret them at local meetings and writing to legislators for their support of approved legislation, has at times important work to do. Quite as necessary as working for new legislation is the task of learning how existing laws and city ordinances are affecting children, how they are enforced, and how they may be strengthened if necessary.

Local headquarters. Rather new, but gaining in popularity because of its evident usefulness, is the local headquarters. The plan of having a central office, which has been worked out for the Congress, many of the state branches, and a few of the city councils, is now being adopted on a small scale by local parent-teacher associations.

A room in a schoolhouse, public library, community house, town or school office building, or business block centrally located may serve as headquarters for one or more local units. Here committees meet; members come to read parent-teacher literature, bulletins, and magazines, to study exhibits of charts and posters, and to get program helps and other parent-teacher information. The room becomes for the locality a distributing center of parent-teacher facts, a boon to all students of the movement, a meeting

place for workers, and a reading room where approved books for parents and teachers may be consulted.

To find suitable headquarters, to secure and distribute literature, to arrange exhibits, and to manage the details of making local, state, and national information easily available give still more scope for very important committee activity.

The by-products of activities. Whatever the activities of the local units may be, — whether the members have united to secure better school buildings, or have come together to plan the safe use of leisure time, or have worked to reduce the hazards of the street for children or to return to the home the activities which belong to the home, — there has developed a sense of interdependence and a unity of spirit which never before existed. There has come an awakened interest in children and a real desire to learn about them, to work and to sacrifice for them, — a feeling that youth's future depends upon the intelligent, combined efforts of parents, teachers, and citizens.

Today leadership cannot compel; it can only beckon. Leadership, like the whole of society, becomes more and more democratic. A leader is an advance guard of a great human push, expressing it before it is wholly aware of itself and so inflaming it toward such unfolding. I think this is the reason why the very name of "reformer" is in ill odor with the greater number of people. We want an onward movement, but a movement that is an expression of the mass of us and whose leadership shall seem akin to us, just ourselves, larger and more vital.

Alice Ames Winter¹

XII

PARENT-TEACHER LEADERSHIP

Purpose of this chapter. There is need for many leaders in parent-teacher work. The increasing number of local associations, the rapidly changing membership (because it is among parents of children entering and passing out of school), the shortness of terms of office, all call for some statement of the essentials of successful leadership. A brief chapter to which prospective presidents and officers of local parent-teacher associations may turn will, it is hoped, throw a guiding light on the safest and most effective course for leaders to follow, and on the qualities of mind and heart to be cultivated.

It is wasteful to go on making the same old mistakes. The organization is emerging from the somewhat haphazard, amateur stage where each leader

¹From "The Business of being a Club Woman." Permission of The Century Co., publishers.

had no precedents and was obliged to do his own experimenting, and is passing into another period of growth in which it is possible to look back and study what has been done to improve the technic of organizing and carrying on parent-teacher associations. In the course of a long period of years successful leadership has come to be something to be planned for and worked for, and there are ascertained facts which may be used as guides. Progress demands that these facts be used as a basis for the further development of the work, but not at all as an anchor to hold our ideas in place.

Progress of organization and good leadership. The progress that any organization is able to make, the program it is able to carry out, the rank it takes among other organizations, are largely determined by the men and women who represent it and direct its activities. No organization can successfully meet the conditions of modern times except it be guided by leaders of vision who are fitted by nature and training for their posts.

Developing leaders from lay workers. From every hand comes the same cry: "Where can we find leaders? We need them."

If the supply of good leaders is to meet the demand, some definite plan is needed to secure and train them before they are pressed into positions of responsibility.

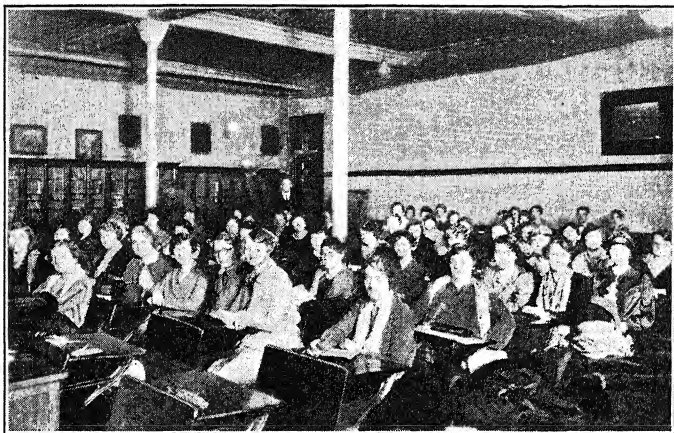
In every community there are those who have potentially the qualities of leadership. Given a chance to develop their powers gradually, they can render

valuable service and become fitted for important positions. If, instead of using the same leaders over and over again, associations will systematically encourage the service of all those who can be persuaded to act as members or chairmen of committees, and later as minor officers, there will always be an oncoming crop of prospective presidents. Leaders do not suddenly spring into being but must be gradually prepared for more and more responsible fields of activity. There must always be the small beginning. No one should be chosen to carry out a big project who has not first been responsible for something small. The willingness to do the commonplace thing of today brings the strength to meet the crisis of tomorrow.

The National Congress of Parents and Teachers has assumed responsibility for the biggest work in the country, the welfare of the child in home, school, and community. It has a wonderful program outlined by specialists and experts in child study. But this program cannot be carried out without superior direction. What better could be done for furthering the parent-teacher idea than to discover and develop potential leaders in local associations? Not all will have the same talents. Not all will know that they have talents. But it is highly important that no talents shall be left wrapped in a napkin and laid away. The breaking down of the American home, and its tragic effect upon the youth of the nation, calls for the immediate mobilization of thousands of fathers

mothers, citizens, and teachers as captains of the forces that are rallying for the protection and guidance of childhood.

Demand for trained leadership. It is an encouraging fact that nearly all the states in the Union have



LEADERS FOR PARENT-TEACHER WORK

The Dayton, Ohio, city council holds a parent-teacher credit course for the training of leaders. Eighty-five members are registered

already organized, in normal schools, colleges, and state universities, courses designed to satisfy the demand for leaders trained for parent-teacher work, and the number of courses is rapidly multiplying. It is also becoming popular to take one day at the beginning of state conventions for training leaders. These courses include a clear explanation of the structure and interrelationship of national, state, and

local associations, the organization of local groups, program-making, activities, methods of making local work as effective as possible, and kindred subjects of value to leaders.

Qualities of leadership. Ideal leadership does not exist except on paper and cannot be expected. No human being can possess for it all the desirable qualities which could be enumerated; each will have his strong and weak points; but there are main qualities to be aimed for and understood by all who are called into leadership. There are qualities of grasp and intelligence and administration, on the one hand, and there are qualities of personality and democracy and humanness, on the other. Anyone who has a happy admixture of the qualities in these two groups has a good foundation for leadership.

1. *Knowledge of the work.* Knowledge of parent-teacher work is of primary importance for a parent-teacher leader. A good salesman does not try to sell an article he knows little or nothing about. Even so a conscientious parent-teacher leader will not go before the public to represent an organization about which he is ignorant. Leadership implies a knowledge of the history of the movement, the principles upon which it was founded, its aims and purposes, its plan of organization, and programs of work and activity.

Next he must know the school community, its various nationalities with their differing standards and customs; the laws which govern the schools;

the personnel of the school committee, the school officials, and the teaching force; what the town or city is doing for its children and for adult education; and where the greatest needs lie.

The wise leader will not stop here. He will continue his preparation even in action. "Cease to prepare and you cease to grow; cease to grow and you begin to dwindle." He will keep abreast of the times, study the new movements which touch child life, and know present-day policies of the national and state parent-teacher organizations that he may pass on the best to his own association. He will be in constant touch with all sources of information which have to do with the most approved conduct of a local unit.

Finally, he will take some time for relaxation and thought in order to assimilate his knowledge and make it a clear, effective guide in his work.

2. *Enthusiasm.* When a leader has been thoroughly saturated in deep wells of information about his subject, he will begin to realize that he is launched in a glorious cause. A vision of the importance of the preventive and constructive service which a parent-teacher association can give, and its bearings upon the future of many young lives, becomes a source of the inspiration and enthusiasm which are essential qualities in every leader.

Faith in a cause is a veritable wellspring of spontaneous and willing initiative, and faith comes from a deep knowledge of a worthy undertaking which has

far-reaching possibilities for good. Enthusiasm follows close upon knowledge and faith. It is contagious. It helps in rallying others to a cause; it suggests ways of getting results and lightens the heaviest burdens; it enhances the vision without which there is no progress. The enthusiasm of a leader develops the morale of the whole membership; it is a sustaining power which buoyantly looks for success in the face of obstacles and confidently marches on, "breast forward."

3. *Ability to plan.* But though a leader may have all knowledge of the work, though he may abound in enthusiasm and clearly see visions of childhood made perfect, without a plan he remains a "tinkling cymbal." Results come only to those who make plans and carry them through.

So the next most important quality of leadership is the ability to make plans, plans so feasible, so practical, so in keeping with the powers of the members that their accomplishment is entirely within the range of possibility.

A plan is a real thing. It comes before action, just as the conception and drawing of a house come before the building of it. Even with knowledge and enthusiasm the making of plans is the most difficult task that confronts the leader. It requires thought to make a plan, and thinking is our hardest job. Knowledge of facts can be acquired by anyone. Enthusiasm is a spontaneous process which follows upon the interest aroused by knowledge, but thinking is for each

individual a pioneer task which no one can perform for him. Upon the leader's ability to think out a plan depends a large measure of the success of his association. Chairmen of committees and officers can do a part of the planning, but a president who is a "grade A" leader must coördinate minor plans and make them fit harmoniously into the greater plan which he alone is in a position to make.

4. *Power to organize.* A knowledge of the work, enthusiasm, and a workable plan would probably give a leader power to draw people. But what shall he do with people? They must be organized and made ready for work. Organization calls for executive and business ability, which is our next requirement in a leader.

An executive is one who knows how to get things done, whether he does them himself or gets others to do them. An executive sees the value of organization not for introducing useless red tape but as a method for quick and effective accomplishment. "Organization," says Herbert Spencer, "is the ability to bring all available knowledge and all available energy to bear upon a particular problem at the precise time when needed." Organization helps us to make a collective use of our resources instead of merely "muddling through," as H. G. Wells puts it, or doing a two-candle-power business with a thousand-candle-power plant.

The true organizer is one who does not try to supervise personally every detail, but who has the ability

to delegate duties to those most fitted to perform them. Finding able assistants and giving them full authority to do certain pieces of work not only furthers the immediate undertaking but helps to train future leaders. If members fail to carry the responsibilities delegated to them, it is sometimes better for a leader to allow a project of minor importance to fail than to establish the precedent of always standing ready to fulfill the delinquent's obligation.

The leader who has organizing ability not only will choose helpers wisely but will see that all departments of the organization are actively working and interesting the members, so that each one is participating in some activity. The machine must be kept running, and running smoothly if possible, and the steam power generated must be more than just enough to blow the whistle.

The organizer will see the value of observing parliamentary law in the conduct of meetings, in order that business may be conducted in an orderly fashion, as expeditiously and as fairly as possible.

Organization is not an end in itself, but is an aid to efficiency, a saver of time, a means by which great results can be reached. Though executives are said to be "born," the ability to organize can be cultivated, and should be cultivated by those who are called to leadership or who aspire to it.

5. *Intelligence.* When some of the members of a great national organization which was assembled in

convention asked their leader what was the best thing they could "do," he promptly replied, "Be intelligent." Whether for member or leader, local, state, or national, this is good advice. Intelligence seems to imply that saving grace without which all else goes for naught. It is not so much learning or a command of facts and statistics as a general alertness, an open-mindedness which absorbs truth from many sources, a habit of seeing large things large and small things small, a grasp of fundamentals, enough education to use language effectively and correctly, a knowledge of sources of information, a clear judgment, and, above all, plain common sense. This quality of intelligence is a great asset for the leader.

6. *Humanness*. There ought to be a highly developed sense of democracy and humanness in a parent-teacher leader. The parent-teacher association is most democratic. Its members come from as many walks of life and strata of society as the pupils of the school. No one who feels aloof from that cross section of humanity which makes up a parent-teacher association is fitted to be its leader.

There must be an abiding and genuine interest in people and in their happiness and growth, not the interest that reaches down to work for them, but the kind that reaches out to work with them, — the kind that says, not "my work" nor "your work" but "our work." The parent-teacher leader must be a worker among workers, a human being among human beings,

one of the rank and file with no suspicion of the overlord in his make-up. Leaders in the twentieth century do not lead by compulsion or by the exercise of authority, but rather by having a little more of the vision than their fellows and by the revelation of that vision in many human and everyday contacts.

7. Personality. If by chance the leader can possess a personality that draws all kinds of people to him, his path is indeed enviable. Some people say that personality, like executive or musical ability, is a gift that begets loyalty and commands attention; some, that it is a power which can be won and that it has its beginnings in right thinking and right action, that it has something to do with sincerity and unselfishness and with the meeting and overcoming of obstacles. Whatever it may be, however elusive of definition, it is a drawing power, and fortunate is the leader of whom it can be said, "He has personality."

Conservation of leadership. When a leader has registered and cultivated a goodly number of these essential qualities, and has stood the practical test of leading on to real achievement a parent-teacher group, he should by all means be kept in the active service of the association after he has retired from the presidency. As an aid to the new president, as a member of the executive committee, as chairman of a committee requiring initiative and planning, he can use to advantage the power he has developed. It is not beneath the dignity of an ex-president to take

another position in the association. Every post is one of importance. There are no menial jobs. A parent-teacher association guided in all its departments of work by men and women who have had the experience of being leaders would indeed be a remarkable one.

The successful local leader is often chosen for a responsible position in the state work, and in turn the Congress draws its recruits from among those who have successfully done their part as state chairmen or state officers.

Faithful and able leaders should never be lost. Usually they are not lost, for their own developing initiative and enlarging power keeps them perpetually in the field of service to humanity.

For several reasons the rural situation in America presents an interesting point at which to begin the study of the social relations of current education. The rural community forms a fairly distinguishable type within our social body. It has its distinctive economic problems, and from meeting these problems distinctive social and mental characteristics have been developed. The rural community demands, therefore, a form of education particularly adapted to itself, its problems, its needs, its special type of social life. Moreover, at the present time the prevailing type of rural education is peculiarly isolated from the community; it is peculiarly ill-adjusted to the actual needs of the social body which contributes to its support.¹

XIII

THE PARENT-TEACHER ASSOCIATION IN RURAL SCHOOLS

Special study of rural life needed. Living in the country is very different from living in town or in the city. Rural conditions vary so widely from urban and town conditions that it is not possible to conduct any organization in rural communities precisely according to the practices followed in towns and cities. The parent-teacher association is no exception to this rule. If the parent-teacher venture is to succeed, each local group must adapt itself to the conditions it finds—the hours of leisure of the people, roads, methods of travel, schoolhouse accommodations, interest in education, and many other aspects of life.

¹From "Social Aspects of Education," by Irving King. Permission of The Macmillan Company, publishers.

So much time and thought have been given to the problem of working out a satisfactory basis for organizing and carrying on rural parent-teacher associations in various sections of the United States that a special chapter is devoted to the principles which have been found to underlie this most valuable and important undertaking.

There is still a vast, uncovered field of opportunity in the rural sections of the country for focusing attention on the nature and needs of the child, with all the accompanying fields of adult education, Americanization, and community betterment.

Characteristics of rural life. The more or less detached manner of living that is a necessity of country life has produced conditions and attitudes of mind that differ materially from those acquired by city experiences. The average American farmer is a conservative and very independent type of citizen who does not readily change his point of view or adopt new standards and methods; but when he is fully convinced of their value, no more ardent advocate of progress could be desired.

The advantages and opportunities that come from living close to nature are often overlooked or overshadowed by obstacles that must be overcome. The necessity for self-reliance and positive decisions has helped to make the farmers intensely individualistic in temperament. Too little effort has been made by them to secure a clear understanding of how to get

the most out of living together in a scattered area. Even in the village and small town, where it might reasonably be expected that all the people would be friends and neighborly neighbors, we find divisions and cliques and resentments resulting from lack of a common bond and a common interest.

The need for rural parent-teacher associations. From every point of view — economic, social, spiritual, and intellectual — country people can gain through closer fellowship. It is obvious that a well-conducted parent-teacher association in every rural school district, affording as it does an avenue for getting information to all the people, and a common platform for coöperative effort, would help to solve many of the problems that must be successfully met if the country is to keep pace with the constantly changing conditions of life.

Rural standards must be discovered, studied, and improved, and must be made attractive and progressive and placed on a sure foundation of economic and religious principles, in order to hold the best type of rural citizen for agriculture, the basic industry of our national existence. New life and vitality will come to a community through common interests, increased intelligence, and understanding; and it is essential that all people shall realize the relationships that make for freedom and happiness.

Parents everywhere, whether in country, town, or city, are often perplexed by the individual problems

that face them from time to time in the rearing of their children. They find that the parent-teacher association affords an opportunity for mutual help. When parents exchange experiences with one another and with the teacher, difficulties quickly vanish. The rural school-house becomes the logical center for community meetings, since every citizen is a stockholder in the business of educating youth. The widespread use of automobiles makes these



A BEGINNING IN HUMANE EDUCATION

gatherings practicable even in sparsely settled sections.

The teacher an important factor. A well-trained teacher is even more important in rural communities where educational resources are meager than in the large towns and cities. If the rural child is to have equal chances with the city child, the rural teacher must not only be well trained but must be provided with adequate school equipment and surrounded by conditions which will make teaching effective.

The rural teacher is especially in need of the sympathetic understanding and moral support of the school patrons. It is a lonely job at best, and a well-nigh hopeless one if the teacher has no point of con-

tact with fathers, mothers, and other citizens. Every taxpayer, as well as the teacher and the children, receives abundant dividends from an all-round, united effort to make the school as up-to-date and progressive as possible in the instruction which it offers and in the quality of its equipment and environment.

The parent-teacher association offers to teacher and patrons a golden opportunity to achieve a model school, the best of home conditions, and an understanding basis upon which home and school may work together for the best interests of the children, and therefore of the whole community.

The teacher is an important factor in drawing together the people of the school district. Social engineering is one of the large opportunities of rural teaching service, and should therefore be included in the training of those who expect to teach in the country or who choose to do so.

Preliminary steps in organization. Any person, or any group of people, may take the initiative in forming a parent-teacher association in a rural school. As a rule the initiative comes from the county chairman, from the teacher, or from a state officer or field secretary.

A county chairman should always be wisely selected, not only for fine personal qualities and experience in parent-teacher work but for sympathetic understanding of rural life and conditions. It is one of the duties of the county chairman to conduct a survey of the

school communities of the county and to promote organization where feasible.

It is not always easy to find the opportunity to form a parent-teacher association in a rural community. The difficulty seems to be in direct proportion to the need. It is often necessary for the county chairman to study conditions carefully and to call on the county superintendent and on teachers and individuals who have expressed interest in the coöperation of parents and teachers. In a locality where no interest is expressed the county chairman sometimes visits the school and helps the teacher in preparing a recreational or social program for the purpose of drawing the people to the schoolhouse and of awakening interest in school life and projects. When the people become interested in some one common objective of value to their children, and are ready to work for it, there will be no difficulty in launching a permanent organization.

If a county council has already been formed and has several active Congress units in membership, the county chairman will have a much easier task in organizing other school districts in the county. At the county conferences, held several times a year, representatives of all the city and rural associations in the county council meet for discussion and interchange of ideas, a valuable experience for all who attend.

The teacher is often the person most interested in forming a parent-teacher association. It is the teacher's intelligent, unobtrusive guidance which in

many instances tides the organization over its pioneer period and assists local leaders to assume the responsibility of carrying on the work. Normal schools and colleges, in rapidly increasing numbers, are recognizing the fact that prospective teachers need to understand the method of securing the interest of the school patrons in school work, and are introducing parent-teacher courses for their guidance.

Organization is often effected by a state president, a state officer, or a state field secretary. Anyone interested in forming an association may call upon the state president or the state office for direction, and assistance will be given by the nearest or most easily available organizer.

After organization. Organization is merely the first step in parent-teacher progress. The new association, if left to itself, and without experienced leadership, will probably be short-lived. The state branch or the county council owes it a fostering care until it is able to stand on its own feet and take its place with the other Congress units in county and state. A constant effort on the part of the new unit to keep in touch with other associations of a similar nature and with state and national ideals brings help, inspiration, and a measuring standard for growth.

A newly formed rural association will need to appoint only a few committees; those which are essential to the effective functioning of the association, and which should begin to work at once, are membership,

hospitality, program, and publicity. Other committees may be added as activities are increased.

Planning the work. In the open country it is true in marked degree that child welfare and adult welfare are inseparable — the paths must run together. Consequently rural parent-teacher meetings are usually held in the evening to permit the attendance of the entire family. Children cannot go without the parents, and parents cannot go and leave the children. In order to gain the inspiration and enthusiasm which come from numbers, every effort must be made to enroll in membership every citizen in a rural district, not the parents of school children only.

Consequently a rural association becomes a center for community activity. The programs must be flexible, and broad enough to include the interests of all who are attending the meetings. It becomes necessary to plan very carefully the topics which will come up for public discussion. Ingenuity and patience are required to foster the practice of group discussion where timidity and difference in age are factors to be reckoned with; but if properly guided and developed the discussion form of program will motivate the gatherings, add tremendously to their interest, and be the means of crystallizing public opinion for whatever progressive community action may be desirable. Neighborly understanding is the first step toward an aroused social consciousness, which in turn may develop the highest type of American citizenship.

It is highly important that the rural plan of work shall be adapted to the needs of the people whom it is serving. The members must feel, too, that the parent-teacher association is their organization, not something set up arbitrarily by others who do not know their community problems. Not even the most remote districts should be made to feel that outside forces are at work to organize them. It is better that the people shall realize the benefits to be gained through parent-teacher coöperation and work to secure them.

Success dependent on meeting the needs of a community. The rural parent-teacher association will succeed just in so far as it performs a real service to the community. Conditions vary so greatly in rural sections that it becomes advisable for each school district to choose the particular objective that it considers most worthy, and to concentrate upon it until it is accomplished, taking up other divisions of the work as confidence and ability increase. It is very desirable that the program planned for rural associations shall be clear and definite, and sufficiently difficult to act as a spur to effort. Each local association should be encouraged to take an interest in what other localities are doing, to get the wider vision of county, state, national, and world fellowship in child-welfare work.

If interest in a local association begins to wane, the reason may usually be found in the program offered,

and a greater effort must be made to find objectives of more general interest and to use national, state, and local resources to better advantage.

Opportunities for service. The parent-teacher association in a rural community has many opportunities



A HOT LUNCH IN A RURAL SCHOOL

The equipment was furnished by a parent-teacher association in the ninth district, California

for service, not the least of which is the unfolding and developing of local talent lying dormant. Trained leadership is not always available, but nearly every community has some latent ability which can be developed. The greater the number of members who can be persuaded to take an active part in meetings and in committee work, the greater the strength of the local association and the brighter its outlook.

One of the most important pieces of work that any association can do is to get solidly behind the health campaigns of the state department of health and the educational programs of the state department of education. The Summer Round-Up is another health project of great importance in rural districts.

In the interests of adult education a part of each meeting of a rural association may be devoted to giving up-to-the-minute information of general interest along lines of education, science, art, agriculture, and homemaking. Wisely directed information may greatly facilitate the adoption of modern educational methods and may also introduce higher standards for home, school, and community life. If the adults in every rural school district are made thoroughly familiar with improved standards and conditions, they will more readily accept the changes that are of value to themselves as well as to the children.

A large portion of the children's and teachers' parts on each program should be devoted to making clear to the adults present the methods and purposes of the school curriculum.

The providing of social contacts and wholesome recreation for every citizen of the community is a service that every rural parent-teacher association may offer to its members. The regular coming together of old and young, men and women, in the country schoolhouse for a common purpose, does more than give immediate results to the grown-ups. It

gives the children a sense of community joy and progress which tends to bind them to their improving home surroundings and to question the city's call to novel pleasures and companionships. The rural association should foster an appreciation of country life if it is to fulfill one of its great opportunities for service.

Actual accomplishments of rural associations. Some very definite results in rural communities in various parts of the United States can be recorded.

The rural parent-teacher associations of an Atlantic coast state, as a project for one year's activities, undertook to gather the intimate details of actual living conditions in over three thousand farm homes. They included in the survey facts concerning the economic, health, sanitary, and school conditions of their communities. This delicate task was carried forward by the rural members themselves through questionnaires which had been prepared by the state branch after consultation with the home economics division of the state department of education, the home demonstration agent of the university extension service, and the state board of health. This invaluable material was available to these and to other coöperating agencies, enabling all of them to adjust their activities to fit the real needs, and consequently to obtain more effective results from their work. The parent-teacher workers who had a part in making the survey registered keen satisfaction in having con-

tributed a definite service toward rural progress in their state. Many of them said that although it was the most difficult thing they had attempted as an organized body, they felt that it was the most valuable and had given them a new outlook on rural life.



A CAFETERIA AT CHULA VISTA, CALIFORNIA

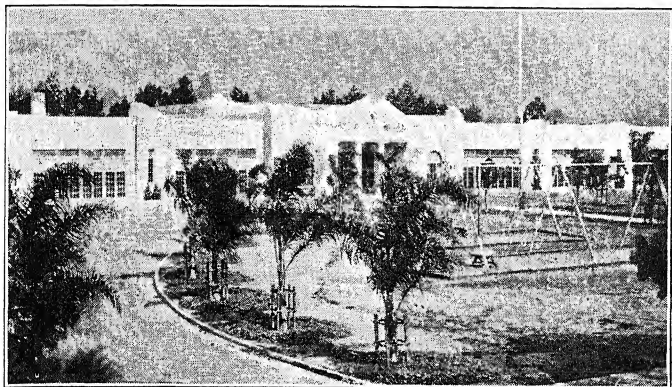
A parent-teacher project

Rural associations in a Pacific coast state have stressed home training of their boys and girls in courtesy, reverence, and care of private and public property; and through their hospitality committees they are finding suitable homes for their rural teachers. In one rural association the subject of school attendance was fully discussed, with the result that it was voted to have an eight-month instead of a seven-month school term.

The blotting out of illiteracy has become the task of many state branches, and the rural districts are contributing their share to the work.

The consolidation of rural school districts has been accomplished through group discussion and an understanding of school problems in scores of communities.

To foster the love of reading in the early years many districts are supplying school libraries for the first



THE SCHOOLHOUSE AT CHULA VISTA, CALIFORNIA, WHICH HAS
A CAFETERIA

The parent-teacher association also supplied the trees and
playground apparatus

six grades. Over one hundred and fifty rural associations in one state have pledged themselves to provide thirty such books a year for ten years, and have been consistently doing this now for several years. Every state branch reports rural associations which are providing at least one hot dish at noon for the children, while others furnish playground equipment, beautify school grounds and schoolhouse interiors, and add musical instruments, as material expression of their

active interest in the daily environment of the children. Yet the caution of not allowing material accomplishments to dominate the finer and more worthy purposes of the organization should always be kept in mind.

Not only the native-born but the foreigners within our borders are finding that the parent-teacher association serves them in a practical way. One North Central state having many rural communities of foreign-born people of various nationalities has adopted the organization of parent-teacher associations within these groups as an Americanization project. The state department of education in this state, with the coöperation of the National Congress of Parents and Teachers, in a five-year demonstration has placed a fine type of naturalized citizen in the field for nine months of the year to promote the organization of parent-teacher associations, because these have proved that they bring about the following results.

1. *Health improvement.* Through the study of health programs sanitary conditions in the homes are improved; a decided gain is noticed in child health, and a decrease in infant mortality.

2. *Understanding of American ideals.* These foreign communities have very few group gatherings, and the parent-teacher association provides social and educational activities. At these meetings American songs, customs, ideals, and language are learned.

3. *Adult education.* The establishment of night schools has been secured by the efforts of the parent-teacher association members.

4. *Creation of school interest.* Opportunities for explaining to parents the course of study and methods employed in school, and the necessity for improvement in sanitation, apparatus, and playground equipment, have brought about remarkable results.

Five years ago, in one farming section near the Atlantic coast, there stood at the crossroads four buildings, — a one-room dilapidated frame schoolhouse, a run-down church building, a general store, and a lighthouse, — with scattered farmhouses within a radius of five or six miles. A young and timid man teacher was struggling to give to some thirty-five or forty children the rudiments of an education. Conditions in that schoolhouse violated every modern standard of building — sanitation, light, heat, equipment, and space. This very young teacher called a meeting of parents, arranged a program with the help of the children, and got the people of the district enough interested to attend. The speaker whom he invited found a crowded schoolroom on the meeting night. The explanation of parent-teacher-association activities was well received, but in spite of a very evident desire for organization the actual nominations for officers lagged. Finally the speaker suggested for president one of their number who seemed to be much interested. The suggestion was at once accepted and

there was no further difficulty in the selection of other officers. After the meeting the newly elected president told the speaker they were glad to have their district organized. It was just what they needed. General community interest had died down, so that they did not even hold services in the church, none of the people came out to vote at the school elections, school spirit was dead, and the people had nowhere to go for recreation except the nearest town, several miles away.

The social contact, and the realization that they could play and work together at the meetings, soon aroused a desire to do something tangible. New curtains and lamps made their appearance. Paint was bought and some of the men applied it to the inside of the schoolroom. Holes in the floor were patched, the steps mended, desks rearranged, and a wash basin provided. In two years the members decided that they must have additional space in the schoolroom, and they voted to tax themselves for sufficient funds to build an addition to the old building, after finding out that no state funds were available for the purpose. They obtained equipment for serving one hot dish at noon to the children. The following year a heavy windstorm wrecked the whole building, and then a state appropriation was made for building a substantial modern brick schoolhouse. The association provided pictures and a piano, and started working for a school library and playground apparatus. That com-

munity is now alert and enthusiastic, and parents and citizens are coöperating at every turn with one another and with the children. There is no difficulty in securing a well-trained teacher now, and the association always sends a one hundred per cent delegation to the convention of the state branch.

These few illustrations, selected from many, are typical of actual conditions in every part of the country, and furnish hope for the realization of a richer and finer rural life than has yet been known in America.

Every rural community is just as progressive and wide-awake as the citizens of that community wish it to be, and the maintaining anywhere of a live, well-ordered parent-teacher association produces better homes, better schools, better children, and better men and women.

The Parent-Teacher Association furnishes the medium whereby parents and teachers may exchange their views on methods and standards of training and discipline. Teachers have a much greater contribution to make to the home than is generally realized by parents.

Good homes and good schools have some objectives in common. They both aim to develop happy, useful boys and girls. The transition from home to school should be easy and natural. This can be made so if parents and teachers are mindful of the conditions in both home and school, and work together with understanding.

A continued bewilderment to a child of tender years may have lasting evil results. Many of the difficulties that children have in trying to adjust themselves to the régime of the school are due to the failure of parents to anticipate their entrance into this new and unfamiliar atmosphere.

A great step has been taken by the Parent-Teacher organization in its campaign to send children to school physically fit. It is my hope that these associations will go still further and see that every child of school age is sent to school.

JOHN J. TIGERT, *United States Commissioner of Education*

XIV

WHAT EDUCATORS THINK OF PARENT-TEACHER ASSOCIATIONS

In securing data for this chapter a large number of state superintendents of public instruction, superintendents of city schools, county superintendents of schools, presidents of teacher-training colleges and normal schools, and heads of departments of education in colleges and universities were requested to tell what they thought of parent-teacher associations and to mention specific work that had been accomplished by the associations with which they were familiar or that

were being conducted under their direction or in connection with the schools which they had in charge. The presidents of teachers' colleges and normal schools and heads of departments of education in universities were asked further whether any courses dealing with parent-teacher work were being conducted under their direction or whether there were plans in preparation for the organization of such courses. The responses received from all these persons were frank, hearty, and in most cases quite complete. At the time of this writing, five hundred and thirty-two such responses have been received. If all the testimonies should be published, they would fill a fair-sized volume, but severe restriction in respect to space in this textbook makes it impossible to do anything more than present greatly condensed opinions from a few representatives in each group of educators. An attempt has been made to summarize in a sentence or two the views of all the educators in each group. It may be added that anyone who would examine all the responses that have been received could hardly fail to reach the conclusion that the parent-teacher movement is receiving the support of practically all the leading educators throughout the country. These educators constitute a body of people who are rich in intelligence, and whose careers are indicative of broad experience in the field of education. Consequently, their opinions on matters pertaining to education and child welfare are of great importance.

I. VIEWS OF STATE SUPERINTENDENTS AND
COMMISSIONERS OF EDUCATION

33 testimonies received	{	28 entirely favorable
		1 neutral or opposed
		2 noncommittal
		2 said other organizations take the place of the P. T. A.

In California the P. T. A. has been established under favorable conditions and has been of great assistance to school officials and teachers. The organization in this state serves no interests save that of the boys and girls. Colorado recognizes the work of the P. T. A. by giving three credits on its standardization score cards to all schools having a P. T. A. One phase of parent-teacher organizing work is done under the authority and with the support of the state. In one state many of the teachers have left schools otherwise satisfactory because the trustees for some reason refused to allow a P. T. A. in connection with the schools. In Indiana it has championed progressive school legislation. It has made a contribution to the development of a feeling of professional consciousness in the teaching force.

The P. T. A. in Kentucky, New Mexico, Pennsylvania, Oregon, and Texas has been of value in stimulating public sentiment favorable to a closer coöperation between home and school. In Massachusetts it has proved to be a valuable means of providing a forum for the discussion of questions relating to public schools, and for perfecting a higher degree of

coöperation among the several factors responsible for the education of children. In Mississippi it is the strong right arm of the state department of education. There is no civic organization in Missouri that receives a more universal indorsement than the parent-teacher association. In North Dakota it has been adopted as a part of the state program of education. In Ohio it has always stood for progress, and its influence has been effective in raising educational standards in the state and bringing the state itself to a higher rank among the states of the Union.

Nearly all state superintendents and commissioners of education agree that (1) the P. T. A. is a coördinating agency between the school and the home, and a most effective agency for creating favorable public opinion toward education; (2) it is of great assistance to school officials and teachers; and (3) it is within its field to champion desirable school legislation.

II. VIEWS OF CITY SUPERINTENDENTS OF SCHOOLS

170 testimonies received	{	136 entirely favorable
		11 doubtful or opposed
		20 noncommittal
		3 opposed

The superintendents of schools in the following cities have testified that (1) the P. T. A. promotes coöperation and mutual understanding between the schools and the community; (2) it affords the best means of selling the superintendent's educational

program to the public; (3) it is of great service in putting over bond issues and the like; and (4) it is valuable in promoting child welfare, school equipment, school morale, and school discipline:

Athens, Georgia; Augusta, Maine; Birmingham; Boise, Idaho; Boston; Camden, New Jersey; Carthage, Missouri; Chicago; Cleveland; Dayton; Decatur, Illinois; Denver; Eau Claire, Wisconsin; Erie, Pennsylvania; Escanaba, Michigan; Evansville, Indiana; Flint, Michigan; Fort Wayne, Indiana; Galesburg, Illinois; Greeley, Colorado; Hannibal, Missouri; Kankakee, Illinois; Kansas City; Kenosha, Wisconsin; La Crosse, Wisconsin; Lansing, Michigan; Lincoln, Nebraska; Logan City, Utah; Los Angeles; Memphis; Minneapolis; Montgomery; New York City; Omaha; Ottumwa, Iowa; Peoria; Piqua, Ohio; Philadelphia; Portland, Maine; Portland, Oregon; Providence; Schenectady, New York; St. Louis; St. Paul; Salt Lake City; San Antonio; San Francisco; Savannah; Seattle; Sioux City; Spokane; Toledo; Trenton; Traverse City, Michigan; Tulsa, Oklahoma; Waukegan, Illinois.

III. VIEWS OF PRESIDENTS OF TEACHER-TRAINING INSTITUTIONS

102 testimonies received	{	74 entirely favorable
		6 neutral
		17 noncommittal
		5 opposed

The president of the Chicago Normal College says:

My fundamental attitude toward the P. T. A. is that such an association is an invaluable means of building

up the right kind of public opinion in the community in regard to the aims and processes of the school. The teachers, students, and parents are all greatly profited by that intelligent coöperation.

The president of the Georgia State Woman's College says :

For thirteen years we have had a P. T. A. in connection with our training school. It has been an unqualified success, at least from our point of view. We have no special course as yet, but this will be a future development.

The P. T. A. connected with the teachers' college of Miami University, Oxford, Ohio, is a clearing house for a good many difficulties. Sometimes the parents have grievances, sometimes commendation; it is an excellent thing for the teachers to hear these things. The president says: "I believe the P. T. A. is an excellent addition to the training school and probably to the public school."

The president of the Michigan State Normal School at Ypsilanti says :

We offer a four-credit course in the summer school. The purpose of this course is to train teachers in the organization and management of the P. T. A. The P. T. A. has become one of the most important factors in modern education. The schoolhouse has become the new community center. The parent and teacher have become partners in the task of educating the child to fit into a new social order. Every teacher in country and town should know how to organize and carry forward a P. T. A.

In the Nebraska State Normal School and Teachers College at Kearney the P. T. A. is doing work of inestimable value to the district and to the school. No special course is offered, but students in the rural department are urged to study its methods, hoping that this will result in the establishment of a P. T. A. wherever they teach.

The president of Teachers College, Columbia University, says:

I cannot conceive of a really good school hoping to alter the behavior of children, changing their lines of thinking and action in both of the institutions to which they belong (the home and the school), without constant coöperation of the parents and teachers. Credit course during summer session is offered.

The State Normal School and Teachers College at Peru, Nebraska, conducts an extension course by correspondence concerning the work of the P. T. A.

The president of State Normal School, Platteville, Wisconsin, says:

In my judgment a P. T. A. is a valuable and democratic organization to promote. It is apt to cause some trouble. The more progressive a school is the more trouble one is apt to get into.

The presidents of teacher-training institutions in general agree that the P. T. A. fosters a wholesome community spirit, that it supplements and supports the school and the home in the training of the young, and that it is a necessary adjunct to any school.

IV. VIEWS OF HEADS OF DEPARTMENTS OR COLLEGES OF EDUCATION IN COLLEGES AND UNIVERSITIES

176 testimonies received	{	106 entirely favorable
		9 neutral
		58 noncommittal
		3 opposed

The following are typical testimonies:

From Baylor University, Waco, Texas:

My own convictions are that the functions of the P. T. A. are threefold: to inform the membership concerning, and interest them in, the work of the school; to serve as an intermediary in interpreting the school to the community; and to contribute material support to programs of school activity that are not established in the thinking of the general public until such time as they can be made features of the regular school budget.

From Clark University, Worcester, Massachusetts:

The aims of the P. T. A. movement have been high and intelligent. The work, so far as I know of it, has been very helpful in bringing about coöperation between the home and the school and in stimulating interest in child welfare.

From Dakota Wesleyan University, Mitchell, South Dakota:

I believe the P. T. A. has a vital function in relation to our public schools. So many parents tend to remember schools in terms of what they went through. The P. T. A. provides a training center for parents and is, in effect, a small-sized town meeting.

From North Dakota Agricultural College, Fargo, North Dakota :

It appears that the work of the P. T. A. is especially significant in developing public opinion favorable to the schools and to the best methods of procedure in the schools. I apprehend also that parent-teacher organizations are a fairly good antidote to less purposeful and even objectionable social activities that might otherwise too fully dominate consciousness. When ably managed this type of organization seems to have important civic and political values.

From Ohio State University, Columbus, Ohio :

In my judgment the difficulties that have been encountered by many school people with the P. T. A. have been due to the lack of effective leadership. When the organization understands definitely that its function is coöperative and not directive, and uses its energies in this direction, only good will result.

From Ohio Wesleyan University, Delaware, Ohio :

Seven legitimate types of function may be carried out by parent-teacher associations, as follows: (1) self-educative; (2) coöperative; (3) advisory; (4) promotion of publicity; (5) stimulative; (6) promotion of general social welfare; (7) coöperation with national agencies.

The heads of departments or colleges of education in colleges and universities in general agree that (1) the P. T. A. creates public sentiment for better schools; (2) it is the connecting link between the

school and the community; (3) it functions properly in interpreting the school to the community; (4) through the P. T. A. parents are educated along the lines of the modern conception of schools and education; (5) if the organization is to succeed, it must have proper leadership.

V. VIEWS OF COUNTY SUPERINTENDENTS OF SCHOOLS

51 testimonies received	{	34 entirely favorable
		12 noncommittal
		5 opposed

The following are typical testimonies.

From Virginia :

Our local organization has done a tremendously valuable work in the stimulation of interest in the schools and in bringing to their aid important material contributions.

From Wisconsin :

We find that these organizations build a fine community spirit, encourage a high type of school work, foster neighborhood prosperity, and help to build up a true respect for home and school.

From Maryland :

We have found two advantages in the P. T. A. movement: (1) a distinct improvement in the attitude of the children toward principal and teachers; (2) it increases community interest and pride and makes it easier to secure increased appropriations for school purposes.

From Connecticut :

Parent-teacher associations have helped us to get some things for the schools that we could not get otherwise, such as hot lunch and playground equipment.

From Oregon :

My experience leads me to say that the P. T. A. is one of the greatest factors for good that we have today in the school system.

From Alabama :

It has been my experience as county superintendent that the communities having a P. T. A. without exception have a splendid school spirit and have accomplished more than the average in educational activities.

County superintendents of schools in general agree that (1) the P. T. A. is valuable in building up a wholesome community spirit in education; (2) it brings parents into school, where the acquaintance of the teachers is made and educational problems are studied; (3) it fosters a friendly coöperative relationship between the home and the school.

Conclusion. It is a matter of much significance that out of 532 leading educators who have expressed opinions concerning the parent-teacher association 378 have declared themselves in favor of the organization; that is to say, about 71 per cent have taken a stand in support of the association, describing it as one of the most (some say the very most) important adjuncts

to the public educational system. In respect to the superintendents of large city schools throughout the United States, every one has spoken favorably of the association. There can be but one conclusion: the association is making good. The leaders in the educational work of the country are heartily in favor of it. It is no longer an experiment. The acid test has been applied to it, and it has emerged as a valuable educational agency.

The Congress of Mothers does not aim to be an organization ; it is a national movement, in which existing organizations and individuals are urged to coöperate. Its principles are embodied in the quotations "The child is the hope of the race" and "To cure is the voice of the past ; to prevent, the divine whisper of today." The National Congress of Mothers, irrespective of creed or condition, stands for all parenthood, childhood, homehood. Its platform is the universe ; its organization, the human race. In the child and in our treatment of him rests the solution of the problems which confront the State and society today.

Without injustice to our ancestors it may be admitted that only in very recent years has there been any sort of general recognition of the needs or possibilities of childhood ; it is because past needs were not read aright that we are battling with vice, poverty, and incompetency today, and that the task of grappling successfully with these evils seems at times well nigh hopeless.

The children are crying to us. O all ye who hear the cry, cease not calling upon the world to heed it, until the world recognizes that all its splendor is but as Dead Sea fruit compared to the joy which would come from the existence of a universally happy, wholesome childhood with its rare promises to the future !

Every man and woman who begins to comprehend the sacred obligations due to helpless little children, and who longs for their harmonious development, possesses the attributes which will lead him or her to forward this development. Cannot all of us, at the close of this nineteenth century, be filled with the spirit of the crusaders, with that zeal and fire which made each individual in those times a soldier in the cause of Christ ! No man then waited for orders, no mere organization could meet his need, no other soldier could fill his place ; in such a cause there could be no substitute, and thus it should be in this crusade against ignorance and indifference.

With an unalterable conviction that in the home lies the only solution of the problems which confront the world today, must we strive to reach the parents of our land, because it is they who have in their possession the priceless material of which the future civilization will be wrought.

Organized parenthood means hearts full of love and pity for all God's creatures, faith in the possibilities of human nature, courage to go steadily forward, patience under adverse criticism or misapprehension, and humility in the midst of triumph, with an abiding love for our fellow workers and a never-faltering determination to place the good of the cause above all personality.

We must live up to these principles if we would succeed in our chosen work. — ALICE McLELLAN BIRNEY (from address in 1897)

XV

A SHORT HISTORY OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

Mrs. Theodore W. Birney, founder. The National Congress of Parents and Teachers of today, with its far-reaching purposes and well-planned organization, is the outgrowth of a movement which began many years ago when the founder, Mrs. Theodore W. Birney, with rare vision inaugurated a new era for the child.

The first mothers' congress. Mrs. Birney, with the help of Mrs. Phœbe A. Hearst, called the first National Congress of Mothers to meet in Washington on February 17, 1897, in the hope that perhaps fifty or even twenty-five mothers might come. Newspapers and women's organizations throughout the country gave excellent publicity, pastors and teachers did their part, and everybody began to talk about this new kind of meeting to be held in Washington. The response was so great that hotel accommodations arranged for were far too small and the hall for the meetings altogether inadequate. Many hundreds attended this first meeting of mothers in America to talk together about becoming more intelligent parents. It was so great an occasion that President and Mrs. Cleveland opened the White House to welcome those attending.

Organization of the National Congress of Mothers. There had been no plan for organization in the minds of those who called this first meeting. Nevertheless those assembled wished to organize, so that they might have a central bureau of information upon which they might call for help. It was decided to form a National Congress of Mothers; this organization was effected February 17, 1897. Mrs. Theodore W. (Alice M.) Birney, of Washington, was made president.

The object of the National Congress of Mothers. The object of the Congress was stated as follows:

The object of this organization shall be (1) to promote conference among parents upon questions vital to the welfare of their children; (2) to further develop the manifold interests of the home; (3) to coöperate with educators and legislators to secure the best methods in the physical, moral, and mental training of the young; (4) to enlighten motherhood on the problems of race development; (5) to uplift and improve the conditions of mothers in all walks of life; and (6) to this end to promote the formation of mothers' clubs and homemakers' clubs in all states and territories of the United States.

This object was written into the first charter of the National Congress of Mothers which was granted under the laws of the District of Columbia.

Early activities. As soon as the organization was completed, national headquarters were opened at the Loan and Trust Building, Washington, D.C. There was much activity in forming mothers' clubs and

homemakers' clubs as a means of bringing more knowledge to mothers concerning the nature and care of the child. More and more the thought of the American people was turned to the home as the corner stone of civilization, — as the first school for the training of the child.

When the National Congress of Mothers met in Washington, May 2-7, 1898, for its second convention, twenty-eight states were represented. Many phases of child welfare were discussed, and a report of the proceedings was published.

In 1898 the Congress began a nation-wide movement to establish juvenile courts and a probation system which should remove children from prisons.

When the third convention of the Congress was held in the city of Washington, in 1899, a memorable blizzard delayed all trains bringing people to the national capital, yet every speaker scheduled for the program was present. This convention saw a marked development in the literature of the Congress. There were loan papers for mothers' clubs and for parent-teacher associations, and book lists for mothers and children. At this meeting the plan for the parent-teacher association as a school for parents, and the extension of the juvenile court and probation system as established in Illinois, were formally adopted and sponsored by the Congress.

The report of the proceedings of the convention of 1900, held in Des Moines, Iowa, was published in the

form of a Quarterly Report. On November 20 of this year, 1900, the District of Columbia chartered the Congress. The use of loan papers for mothers' clubs just beginning their studies and for advanced readers was extended.

In 1901 the annual convention, which met in Columbus, Ohio, recognizing the need of a means of communication among members, voted to publish the Quarterly Report at the expense of the Congress, but this publication was discontinued after two years on account of the expense.

The Congress returned to the national capital for the convention of 1902, which was held February 26-27. On account of ill health and heavy family responsibilities Mrs. Birney declined reelection as president, and Mrs. Frederic (Hannah Kent) Schoff, of Philadelphia, was chosen president to succeed her.

The Child Welfare Magazine. The first issue of the monthly magazine of the Congress was published in November, 1906, under the title *The National Congress of Mothers' Magazine*, a name that was later changed to the title which it bears today, *The Child Welfare Magazine*.

Department of Parent-Teacher Associations. The Department of Parent-Teacher Associations was created in 1907 to promote systematic organization of these units.

As the interest in the work of the Congress grew it was evident that the movement could not be confined

to mothers alone. The part played by fathers and teachers in the training of the child seemed to demand a more inclusive name for the organization which was now calling both parents and teachers to work in a great cause. At the Washington convention of 1908 this growing sentiment culminated in action to change the name to The National Congress of Mothers and Parent-Teacher Associations.

Parent-teacher associations were established in public schools; mothers' study clubs, among the mothers of school children; and parents' associations, in churches. National committees were formed for the promotion and study of child hygiene and for the purpose of decreasing infant mortality; for bringing about better child-labor laws; for the establishment of juvenile courts; for sponsoring laws for mothers' pensions; and for promoting a campaign for better roads in rural districts. There were many other committees, such as those for the censorship of films and for Americanization, legislation, publicity, and Child Welfare Day¹ celebration.

Coöperation with other organizations. During the period from 1902 to 1920 the Congress began its co-operation with many public agencies interested in various phases of child welfare. Among them were the Home Education Division of the Bureau of Education and the Children's Bureau of the Department

¹ Child Welfare Day is now called Founders' Day. It is celebrated by local associations on February 17 for the purpose of honoring the founders of the Congress, and of contributing funds for state and national extension work.

of Labor. The President of the United States co-operated with the Congress by calling a meeting in Washington to consider the problems of rural life, and the chief of the Division of Good Roads of the Department of Agriculture accepted the chairmanship of the Country Life Department of the Congress. With the aid of the Home Economics Division of the United States Department of Agriculture the Congress sought, by means of federal aid, to extend instruction in home economics in state universities and high schools. During the World War the Congress worked with the Bureau of Education to increase the nation's food supply by encouraging home and school gardens for children. There was also coöperation with the United States Public Health Service in a nationwide baby-saving campaign; and there was coöperation with the Thrift Division of the Treasury Department; with the War Department in establishing clubs for enlisted men in towns near camps, clubs which were used by more than 1,500,000 men; with the National Education Association, Department of Superintendence; and with the International Kindergarten Association, the Playground Association of America, and the International Sunday School Association.

During the year 1916 the Congress, with the aid of the Home Education Division of the Bureau of Education, arranged a speaking tour for the national president and vice presidents covering nearly every state

in the Union. This tour was called "The Crusade" and was for the purpose of increasing Congress interest and membership.

International Congress meetings. International Congress meetings were held in 1908, 1911, and 1914.

Invitations to the first International Congress on the Welfare of the Child, held in Washington, March 10-17, 1908, were sent from the office of the Secretary of State to forty-eight foreign governments. Governors of all states in the Union appointed delegates. The subject announced was "Child Welfare." The official program stated :

The National Congress of Mothers of the United States has been studying the needs of childhood for the past ten years, and through its local circles and annual conferences has endeavored to secure the highest physical, mental, and moral development of the race. With the purpose of stimulating world-wide interest in these subjects the International Congress has been held.

The second International Congress was held April 25 to May 2, 1911. The general subject for discussion was "The Relation of Home, School, Church, and State to Child Welfare."

The third International Congress convened in Washington, April 22-27, 1914. Some of the subjects discussed were: infant mortality is preventable; crime is preventable; home and child welfare; education for homemaking; opportunities for parents to obtain instruction in child nurture and homemaking;

the church and child welfare; the school and child welfare; the State and child welfare; education; erring children; defective children; orphans and homeless children; mothers and the State; the nation's protection of home and family.

Period from 1920 to 1923. At the national convention held at Madison, Wisconsin, in 1902, Mrs. Milton P. (Katherine Chapin) Higgins, of Worcester, Massachusetts, was chosen president of the Congress and continued in office for three years. During this time the enrollment grew from 190,183 to 530,546.

The United States Bureau of Education, through its Division of Home Education, continued to maintain the close association with the Congress which had been established during previous years. The object of this division is to further the education of parents by recommending to them interesting and valuable reading matter on the care and home education of children. This coöperation with the division has been helpful throughout the administrations of two United States commissioners of education and three Congress presidents. Many publications relating to the parent-teacher movement have been prepared and distributed by the Bureau of Education.

The national headquarters at 1314 Massachusetts Avenue, Washington, which had been taken during the World War, was sold, and in 1920 the Congress office was removed to the National Education Association Building, 1201 Sixteenth Street, N. W.

In 1921 the many national committees of the Congress which had been working independently were grouped into departments, each department in charge of a national vice president.

Between 1920 and 1923 permanent field service was established. A credit course on the parent-teacher movement was instituted at Teachers College, Columbia University, New York, and parent-teacher courses and institutes were started at summer sessions of colleges, universities, and normal schools. The work of the Congress was presented at Chautauqua, New York; at the Pan-Pacific Education Conference at Honolulu; at the Recreation Congress held under the auspices of the Playground and Recreation Association of America; at the National Conference of Rural Social Agencies; at the International Kindergarten Association; and at many state education and state teachers' meetings.

Coöperation was established with many other national organizations interested in child welfare.¹

The Congress indorsed and has continued to support many legislative measures, notably the following: the Sheppard-Towner Maternity and Infancy Bill; the Towner-Sterling Bill and later the Curtis-Reed Education Bill; the Fess Amendment to the Smith-Hughes Bill; the Fess-Capper Physical Education Bill; the Federal Child Labor Amendment; and the Jones-Miller Anti-Narcotic Bill.

¹ See list in Appendix, pp. 310, 311.

The reorganization of the *Child Welfare Magazine* with Mrs. A. H. Reeve as editor occurred in March, 1922.

From 1923 to 1928. At the annual convention held in Louisville, Kentucky, in 1923, Mrs. A. H. (Margaretta Willis) Reeve, of Philadelphia, was elected president.

In order to keep pace with the growing needs of the organization two full-time field secretaries and two part-time workers were added to the national staff.

Five bureaus were established: Child Development, Rural Life, Publicity, Program Service, and Education Extension. All committees were reorganized under six departments: Organization, Extension, Public Welfare, Education, Home Service, and Health.

In 1923 and 1924 the work of the Congress was presented at many important meetings, among them the National Conference of Social Agencies and the National American Conference, held in Washington; the World Education Conference, in California; the Interstate Conference on Religious Education, in Paterson, New Jersey; the State Teachers' Association convention, in Nebraska; the Home Economics Conference, in Washington; the Recreation Congress, under the auspices of the Playground and Recreation Association of America, in Springfield, Illinois; the Citizenship Congress, in Washington; and the National Education Association convention, in San Francisco.

The platform, as stated by the Congress, became: all-the-year-round parenthood; the things of the home brought back to the home; an educated membership; interpreting the value of education to the American people; promotion of law observance; trained leadership.

The result of the all-the-year-round parenthood campaign during the winter of 1924-1925 was the Summer Round-Up of the Children during the following summer. This was the beginning of a systematic plan to send beginners to school in good physical condition, as free from remediable defects as possible. Each succeeding year of this important and far-reaching campaign will undoubtedly prove the wisdom of a nation-wide effort to care for the pre-school child and to lessen the load which the school and the taxpayers must carry when the child is neglected mentally or physically before entering school.

During the past few years there has come a great demand from all over the country for courses in parent-teacher work to be given in normal schools, colleges, and universities, and so far as possible the requests have been complied with. This demand is a most encouraging sign that educators and members have a real desire to study the movement and to be better prepared to form and guide local associations.

A great stimulus to rural parent-teacher work has been given by the Congress Bureau of Rural Life. Under its direction the Congress and the North

Dakota Department of Public Instruction are in the midst of a five-year state-wide demonstration to show the educational value of parent-teacher associations in rural communities. The results have thus far been so satisfactory in North Dakota that the Departments of Education of Nebraska, Mississippi, and Wyoming have asked for similar demonstrations.

All states have now been organized except Nevada; a Hawaiian territorial branch has been formed; the *Child Welfare Magazine* has been greatly enlarged and improved in subject matter and in circulation; foreign countries have been helped to go forward in establishing parent-teacher associations; and coöperation has been established with important organizations.¹

Opinion of educators. Recognition of the educational value of the Congress is now given by leading educators everywhere, and a place on convention programs of our foremost educational organizations is made for Congress representatives. In the summer of 1925 the national chairman of the committee on Child Hygiene was a speaker at the World Conference on Education at Edinburgh. The parent-teacher exhibit which was sent to the meeting was kept by the Educational Association of Scotland for further use in demonstrating the activities covered. Recognition was given to the Congress by the First Pan-Pacific Conference on Education, Reclamation, and Recreation, held in Honolulu in April, 1927, and by the Pan-American

¹ See list in Appendix, pp. 310, 311.

Child Congress at Havana, December, 1927. The president of the Congress made addresses at these meetings.

The Congress conducted parent-teacher section meetings in connection with the Second Biennial Conference of the World Federation of Education Associations held at Toronto in August, 1927, and in recognition of its educational importance was elected to associate membership in that body. Representatives from many nations attended these meetings, made reports of the work being done in their own countries, and showed great interest in the parent-teacher movement. During the conference the four provincial federations of Home and School in Canada formed a national federation and urged the organization of an international group. Japan made a similar request. After conference with many of the foreign delegates the National Congress of Parents and Teachers, on August 12, called a meeting, which was attended by about seventy-five people, to consider such an organization. By a unanimous vote The International Federation of Home and School was formed, and the president of the National Congress of Parents and Teachers was elected its first president. The object of the federation is "to bring together for conference and coöperation all those agencies which concern themselves with the care and training of children in home, school, and community."

By the beginning of 1928 the membership had long passed the one-million mark, and it promises to grow

until all people everywhere shall realize that "education is the eternal debt which age owes to youth," and until "parent power as a school auxiliary" shall be recognized as an indispensable factor in modern education.

HISTORY FACTS OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

I. Founded February 17, 1897, by MRS. THEODORE W. BIRNEY and MRS. PHOEBE A. HEARST

II. Name

1. National Congress of Mothers (1897-1908)
2. National Congress of Mothers and Parent-Teacher Associations (1908-1924)
3. National Congress of Parents and Teachers (1924-)

III. Presidents

1. Mrs. Theodore W. Birney 1897-1902
2. Mrs. Frederic K. Schoff 1902-1920
3. Mrs. Milton P. Higgins 1920-1923
4. Mrs. A. H. Reeve 1923-1928

IV. National Conventions, 32

V. State Branches, 47; District of Columbia and Hawaii

VI. Membership in 1928, 1,275,401

APPENDIX

STATE AND TERRITORIAL BRANCHES OF NATIONAL CONGRESS OF PARENTS AND TEACHERS, AND DATES OF ORGANIZATION

Alabama	1911	Montana	1915
Arizona	1906	Nebraska	1922
Arkansas	1925	Nevada (unorganized)	
California	1900	New Hampshire	1913
Colorado	1907	New Jersey	1900
Connecticut	1900	New Mexico	1915
Delaware	1910	New York	1897
District of Columbia	1905	North Carolina	1919
Florida	1921	North Dakota	1921
Georgia	1906	Ohio	1901
Hawaii	1926	Oklahoma	1922
Idaho	1905	Oregon	1905
Illinois	1900	Pennsylvania	1899
Indiana	1912	Rhode Island	1909
Iowa	1900	South Carolina	1922
Kansas	1914	South Dakota	1915
Kentucky	1918	Tennessee	1911
Louisiana	1923	Texas	1909
Maine	1921	Utah	1925
Maryland	1915	Vermont	1911
Massachusetts	1910	Virginia	1921
Michigan	1918	Washington	1906
Minnesota	1922	West Virginia	1923
Mississippi	1909	Wisconsin	1910
Missouri	1912	Wyoming	1923

NATIONAL CONGRESS OF PARENTS AND TEACHERS

BUREAUS, DEPARTMENTS, STANDING COMMITTEES,
COMMITTEES AT LARGE ¹

BUREAUS

Education extension
Parental educationProgram service
PublicationsPublicity
Rural lifeDEPARTMENT OF ORGANIZATION
AND RESEARCH

Director, Second Vice President

DEPARTMENT OF EXTENSION ²

Director, Third Vice President

Standing Committees { Membership
Parent-teacher courses

DEPARTMENT OF PUBLIC WELFARE

Director, Fourth Vice President

Standing Committees { Citizenship
Juvenile protection
Legislation
Library extension
Motion pictures
Recreation
Safety

¹ As by-laws may be amended at the annual convention and as bureaus and committees may be created or discontinued by the national board of managers, the present form of organization is subject to change.

² All inquiries in regard to the extension of various types of associations will be answered by the extension division of the national office.

DEPARTMENT OF EDUCATION
Director, Fifth Vice President

Standing Committees { Fine arts
Humane education
Kindergarten extension
Physical education
School education
Student loan and scholarship

DEPARTMENT OF HOME SERVICE
Director, Sixth Vice President

Standing Committees { Children's reading
Home economics
Home education
Standards in literature
Social standards
Thrift
Spiritual training

DEPARTMENT OF HEALTH
Director, Seventh Vice President

Standing Committees { Mental hygiene
Physical hygiene
Social hygiene

COMMITTEES AT LARGE

Budget
Child Welfare Magazine and
Company
Endowment fund

Extension among colored
people
Founders' Day

BY-LAWS OF THE NATIONAL CONGRESS OF
PARENTS AND TEACHERS¹

ARTICLE I

NAME

The name of this organization shall be the National Congress of Parents and Teachers.

ARTICLE II

OBJECT

The objects of the National Congress shall be:

(1) To promote child welfare in home, school, church, and community; to raise the standards of home life; to secure more adequate laws for the care and protection of women and children.

(2) To bring into closer relation the home and the school that parents and teachers may cooperate intelligently in the training of the child, and to develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, moral, and spiritual education.

ARTICLE III

MEMBERSHIP

SECTION 1. The membership of the National Congress shall consist of active and life members.

SECTION 2. The active membership of the National Congress shall consist of the individual members of the state branch in organized states and the individual members of the local organizations in unorganized states.

ARTICLE IV

OFFICERS AND THEIR ELECTION

SECTION 1. The officers of the National Congress shall be a president, seven vice presidents, a recording secretary, a corresponding secretary, a treasurer, and a historian. These officers shall be elected by ballot on the second day of an annual convention and shall hold office for two years or until their successors are elected.

¹ Fourth Edition, September, 1927.

SECTION 2. A nominating committee consisting of five members shall be elected by the Board of Managers at their regular post-convention meeting which precedes the convention at which the election of officers is held. It shall be the duty of this committee to nominate a candidate for each office to be filled at the next convention. The committee is authorized to do its work by mail if necessary. The committee shall send a report of these nominations to the corresponding secretary, who shall send a copy to each member of the National Board of Managers at least sixty days before the convention. Additional nominations may be made from the floor and voting shall not be limited to the nominees.

SECTION 3. No officer shall be eligible to more than two consecutive terms in the same office. No person shall serve on the Board of Managers in more than one capacity. This statement shall not apply to state presidents whose terms expire within six months of the national election.

SECTION 4. A vacancy occurring in an office shall be filled by the Board of Managers for the unexpired term. In filling vacancies, the vote shall be by ballot. If a proper notice of the election has been given, a majority vote shall elect; otherwise an affirmative vote of a majority of the entire Board shall be necessary for election.

SECTION 5. The title of honorary president or honorary vice president may be conferred for life upon a person at any annual convention by a three-fourths vote, provided the number of honorary vice presidents shall at no time exceed ten. The vote shall be taken by ballot unless by unanimous consent the ballot is dispensed with. The title of an honorary office shall carry with it no privileges except the right to attend the meetings of the National Congress.

ARTICLE V

DUTIES OF OFFICERS

SECTION 1. It shall be the duty of the president to preside at all meetings of the National Congress, of the Board of Managers, and of the Executive Committee. The president shall perform all of the duties usually pertaining to the office and such as are specified in these rules, shall appoint all special committees, and shall be ex-officio a member of all committees except the Nominating Committee.

SECTION 2. In the absence of the president the duties of the president shall be performed by the vice presidents in their order.

Their other duties shall be as follows: The first vice president shall act as aide to the president; the second vice president shall be the director of the Department of Organization; the third vice president shall be the director of the Department of Extension; the fourth vice

president shall be the director of the Department of Public Welfare; the fifth vice president shall be the director of the Department of Education; the sixth vice president shall be the director of the Department of Home Service; the seventh vice president shall be the director of the Department of Health.

SECTION 3. The recording secretary shall keep a correct record of all meetings of the National Congress, of the National Board of Managers, and of the Executive Committee.

SECTION 4. It shall be the duty of the corresponding secretary to conduct such correspondence of the National Congress, of the Board of Managers, and of the Executive Committee as they may direct. The corresponding secretary shall notify members of their appointment to committees, and shall send out all necessary notices of meetings of the National Congress, of the National Board of Managers, and of the National Executive Committee.

SECTION 5. It shall be the duty of the treasurer to collect and receive all money due the National Congress. The treasurer shall be the custodian of the funds of the Congress with the exception of the Endowment Fund, and shall deposit the same in a depository approved by the Board of Managers. The treasurer shall disburse the funds of the Congress only upon the order of the Congress, of the Board of Managers, or of the Executive Committee. The orders upon the treasurer for the disbursement of funds shall be signed by the president. The treasurer shall present a statement of account at all meetings of the Board of Managers and of the Executive Committee and at other times when requested to do so by the president and shall make a full report to the annual conventions. The accounts of the treasurer shall be audited annually by a certified accountant approved by the president. The treasurer shall be required to give a commercial bond for the faithful performance of these duties in such an amount as shall be determined by the Board of Managers. The bond shall be paid for by the National Congress.

SECTION 6. It shall be the duty of the historian to collect and preserve in the National Office documents relating to the history of the National Congress, and to make a biennial report to the Congress.

ARTICLE VI

MEETINGS

SECTION 1. A regular meeting of the National Congress shall be held annually, at a date not earlier than fifteen days after the close of the fiscal year, the time and place to be fixed by the Board of Managers.

A notice of this meeting shall be sent by the corresponding secretary to each member of the National Board of Managers at least sixty days before the meeting.

SECTION 2. Each state Branch shall be entitled to be represented at the meetings of the National Congress by its president, recording secretary, corresponding secretary, and treasurer, or their alternates, and one delegate for every one thousand members in good standing as shown on the books of the national treasurer.

SECTION 3. The meetings of the National Congress shall be open to all members of the Congress, but the privileges of making motions, debating, and voting shall be limited to the members of the Board of Managers and to the accredited representatives from each state Branch. A voting member shall have but one vote although entitled to vote in either of several capacities.

SECTION 4. Sixty voting members present at any meeting shall constitute a quorum.

ARTICLE VII

NATIONAL BOARD OF MANAGERS

SECTION 1. The officers of the National Congress, the president of each state Branch, or in the absence of the president, a state officer elected as alternate by the state board, the managers of bureaus, the chairmen of the national standing committees, the chairmen-at-large, the honorary officers elected before 1921, and the chairman of the Trustees of the Endowment Fund shall constitute the Board of Managers.

SECTION 2. Regular meetings of the Board shall be held immediately before and after each annual convention and in September of each year. Special meetings may be called by the president, and shall be called upon the written request of nine members of the Board. At least ten days' notice of a special meeting shall be given.

SECTION 3. Fifteen members of the Board shall constitute a quorum.

SECTION 4. The Board of Managers shall have all power and authority over the affairs of the National Congress during the interim between the meetings of the Congress, excepting that of modifying any action taken by the Congress, and provided that no debt or liability except for current expenses shall be incurred by the Board, and further provided that no project requiring the expenditure of money shall be entered into, except by an affirmative vote of at least fifteen members of the Board.

SECTION 5. The Board of Managers is authorized to adopt rules for the transaction of its business provided they do not conflict with the rules of the Congress.

SECTION 6. The Board of Managers shall have the authority to employ such organizers and field workers as it may deem necessary to strengthen and extend the work of the Congress. No organizer or field worker shall be sent into a state without the approval of the state Board.

SECTION 7. The Board of Managers shall decide all questions of cooperation with other national organizations. The name of the Congress or the name of any of its members in his or her official capacity shall not be used in any connection with any political interest or with a commercial concern or its products or for any other than the regular work of the Congress.

SECTION 8. The Board of Managers shall appoint annually at its regular meeting following a convention, a salaried national executive secretary who, under the direction of the president, shall have charge of the National Office, its equipment, papers, and clerical force, and shall perform such other duties as shall be specified by the Board of Managers.

SECTION 9. There shall be an Endowment Fund, which, under a written agreement of trust, shall be entrusted to three (3) trustees chosen by the Board of Managers. Any trustee of the Endowment Fund may resign by a writing to that effect duly filed with the Board of Managers of the National Congress of Parents and Teachers. Any trustee of the Endowment Fund may be removed at any time by the Board of Managers. The income received from the Endowment Fund shall be used by the National Congress of Parents and Teachers only for the expenses and maintenance of its headquarters, field secretaries, and the expenses of its Executive Committee and the Board of Managers. Any vacancy occurring in the Board of Trustees of the Endowment Fund shall be filled by the Board of Managers. The Endowment Fund trust may be terminated by two (2) affirmative votes of the Board of Managers of the National Congress of Parents and Teachers. Each vote shall be passed by not less than three-fourths ($\frac{3}{4}$) of the entire Board of Managers of the National Congress of Parents and Teachers. Each vote may be taken by mail if necessary. The second vote shall be taken at least one (1) calendar year after the completion of the first vote.

SECTION 10. Each member of the Board of Managers shall make an annual report to the Congress at its annual convention.

ARTICLE VIII

EXECUTIVE COMMITTEE

The officers of the National Congress, and the bureau managers shall constitute an Executive Committee. The Board of Managers shall authorize the Executive Committee to perform the duties of the Board

between meetings, provided that the action of the committee shall not conflict with that of the Board. The Executive Committee shall meet at the call of the president or upon the request of five members of the committee. Seven members shall constitute a quorum. The committee shall make a complete report at each meeting of the Board of Managers.

ARTICLE IX

DUES

SECTION 1. In organized states, the annual dues shall be five cents per capita for all members of each local association. The treasurer of each local organization shall send the annual dues of its members to the treasurer of the state Branch through such channels as the state Branch may specify in its by-laws. The treasurer of the state Branch shall send quarterly to the national treasurer the amount of dues on hand accompanied by a statement giving the name of each local organization from which the dues were received, the number of members represented in each local organization, and the name and address of its president.

SECTION 2. In unorganized states, the annual dues shall be ten cents per capita for all members of each local organization. The annual dues shall be sent by the treasurer of the local organization to the national treasurer on or before April 1, accompanied by a statement giving the name and address of the president.

SECTION 3. The payment of \$50 at one time as dues shall constitute an individual member a national life member.

SECTION 4. Each state Branch is authorized to determine in its by-laws the amount of dues which, paid at one time, will constitute an individual member a state life member. Ten per cent of the amount received from national life members and ninety per cent of the amount received from state life members shall be retained by the state and the remainder shall be sent by the state treasurer to the national treasurer. All money received by the national treasurer for life members shall be made a part of the Endowment Fund.

SECTION 5. The fiscal year shall be from April 15 to April 14.

ARTICLE X

STANDING COMMITTEES AND DEPARTMENTS

SECTION 1. Such bureaus, standing committees, and committees-at-large may be created by the Board of Managers, as may from time to time be found necessary to carry on the work of the Congress.

SECTION 2. The managers of bureaus, the chairmen of standing

committees and committees-at-large shall be elected biennially by the Board of Managers at its regular meeting following the election of officers.

SECTION 3. Each bureau shall consist of a manager and such assistants as may be found necessary to carry on the work.

SECTION 4. The manager of each bureau shall submit a plan of work for approval to the Executive Committee at its summer meeting, and no work shall be undertaken without the approval of the Executive Committee.

SECTION 5. The standing committees shall be grouped into departments by the National Board and each department shall work under the direction of the vice president assigned to it as specified in these by-laws. Each standing committee shall consist of a national chairman, together with such assistant chairmen as may be found necessary, and a state chairman from each state where such a committee has been appointed.

SECTION 6. The chairman of each standing committee shall submit a plan of work for approval to the Executive Committee at its summer meeting, and no work shall be undertaken without such approval. If the chairman of a standing committee fails to submit a plan of work by September 1, the position shall be deemed vacant. If any chairman of a standing committee fails to work toward carrying out the plans submitted and approved, the Board may, upon majority vote of the members present at any meeting, remove such chairman.

SECTION 7. The Executive Committee shall constitute the program committee for each annual meeting of the Congress, with power in this capacity to elect its own officers and appoint additional members.

SECTION 8. Departments, bureaus, standing committees, and committees-at-large are authorized to transact their business by mail if necessary.

ARTICLE XI

STATE BRANCHES

SECTION 1. Local parent-teacher associations, study circles, or other child-welfare organizations shall be organized in every locality where feasible. The object of these organizations shall be to promote the objects and interests of the National Congress. Each local organization is authorized to make its own rules for the transaction of its business and for the admittance of its members, provided they do not conflict with the rules of the National Congress or of the state Branch.

SECTION 2. When a state has at least twenty local organizations

belonging to the National Congress, with a membership aggregating at least five hundred, the National Congress shall organize them into a state Branch. After a state has been organized it is authorized to admit active members through local organizations, under such rules and regulations as the state Branch may adopt, provided such rules and regulations do not conflict with the rules of the National Congress.

SECTION 3. All questions of state standing shall be decided by the Board of Managers with a two-thirds vote, not less than twenty members being present and voting.

SECTION 4. Each state Branch shall elect a president, one or more vice presidents, a recording secretary, a corresponding secretary, a treasurer, and such other officers as it may deem necessary. Each state Branch is authorized to adopt rules for the transaction of its business, provided they do not conflict with the rules of the National Congress. The voting officers of the state Branch, the district chairmen, or the county chairmen where there is no district organization, the chairmen of standing committees and committees-at-large, shall constitute the state Board of Managers.

SECTION 5. The object of a state Branch shall be to promote the objects and interests of the National Congress. A state Branch may legislate for local organizations provided such legislation does not conflict with the National Congress.

SECTION 6. The voting power in state conventions shall be vested in the members of the state Board of Managers, presidents of county and city councils, and accredited delegates from local associations.

SECTION 7. A state Branch may, by its own by-laws, provide dues for its own use, and members in arrears for such dues shall not be entitled to representation at the meetings of the state Branch.

SECTION 8. The number of delegates to which a state Branch is entitled at meetings of the National Congress shall be elected by the state Branch by such methods and at such times as the state Branch in its rules may provide.

SECTION 9. Each state Branch may organize its state into district and county groups. The duties of these groups shall be to promote the objects and interests of the state Branch. These district and county groups shall be governed under by-laws approved by the state Board, but shall not legislate for the local associations.

Section 10. City councils may be organized in local communities for the purpose of conference and coöperation in matters of common interest, but such organizations shall not legislate for the local associations.

SECTION 11. Each state Branch shall, in so far as possible, provide for state standing committees to correspond with the national standing

committees. It shall be the duty of the state committee to endeavor to carry out the plans submitted by the like committee of the National Congress.

SECTION 12. A state or local organization interested in child-welfare work may affiliate with a state Branch under such rules and regulations as the state Branch may provide in its by-laws. All dues received from affiliated organizations (those not paying per capita dues) may be retained by the state Branch for its own use. The membership of affiliated organizations shall not be counted in determining the number of delegates to which a state Branch is entitled at meetings of the National Congress.

SECTION 13. All state treasurers shall remit quarterly to the national treasurer all moneys due the National Congress.

ARTICLE XII

PARLIAMENTARY AUTHORITY

The rules contained in "Robert's Rules of Order, Revised" shall govern this organization in all cases to which they are applicable and in which they are not inconsistent with these by-laws.

ARTICLE XIII

AMENDMENTS TO BY-LAWS

These by-laws may be amended by a two-thirds vote at any annual meeting, provided the amendment has been proposed by the National Board of Managers, by the Executive Committee, or by a committee authorized by the National Congress and has been sent to the corresponding secretary and a copy of the proposed amendment has been sent to each member of the National Board at least sixty days before the meeting.

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Many valuable articles on the parent-teacher subject have been written during the last few years. Most of these, however, have appeared in state educational publications and are not easily obtained by the average student. There are very few volumes entirely devoted to the subject, but many authors of books on sociology and education have recognized the coöperative principle upon which the parent-teacher movement is based.

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PUBLICATIONS OF NATIONAL CONGRESS OF
PARENTS AND TEACHERS

The National Congress of Parents and Teachers publishes, for the use of its members, material on organization, programs for associations of different types, pageants, songs, addresses, book lists, and proceedings of annual conventions.

Valuable bibliographies on subjects covered by national bureaus and by national, state, and local committees are to be found in the national literature.

Application for lists of publications and for free material should be made to the office of the state branch. The location of the state office may be learned by writing to the National Congress of Parents and Teachers, 1201 Sixteenth Street, N. W., Washington, D.C.

CHILD WELFARE MAGAZINE

The official publication of the National Congress of Parents and Teachers is the *Child Welfare Magazine*. It is published by the Child Welfare Company at 5517 Germantown Avenue, Philadelphia, Pennsylvania.

The magazine contains messages from the president and the executive secretary, editorials by experienced parent-teacher workers, articles which are prepared by experts and suitable for discussion at local meetings, book reviews, lists of recommended motion pictures for children and for adults, programs for study circles, and news of noteworthy accomplishments in the parent-teacher field.

LITERATURE OF COÖPERATING AGENCIES

The National Congress of Parents and Teachers coöperates with many educational, noncommercial agencies and organizations which offer their material and information to local parent-teacher associations.

Lists of publications may be obtained by applying to the following addresses :

American Child Health Association, 370 Seventh Avenue, New York City.

American Country Life Association, Room 1849, Grand Central Terminal Building, New York City.

American Humane Education Association, 180 Longwood Avenue, Boston, Massachusetts.

American Library Association, 78 East Randolph Street, Chicago, Illinois.

American Social Hygiene Association, 370 Seventh Avenue, New York City.

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Children's Bureau, United States Department of Labor, Washington, D. C.

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International Kindergarten Union, 1201 Sixteenth Street, N. W., Washington, D. C.

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National Committee for Mental Hygiene, 370 Seventh Avenue, New York City.

National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C.

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